

Bitterne CE Primary School



Suspensions and Permanent Exclusions Policy

Headteacher – Jen Johnson

Chair of Governors – Amanda Humby

Last review- December 2023

Next review – December 2024

This Policy is based upon guidance from Southampton City Council and the DFE Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement – September 2023.

Definitions taken from Southampton City Council Exclusions and Suspensions:

A **suspension** (what is described in legislation as an exclusion for a fixed period) means a pupil is temporarily removed from the school for a period of time.

A **permanent exclusion** is when a pupil is no longer allowed to attend a school.

Useful Documents:

Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement – September 2023

Behaviour in Schools Guidance 2022

Working together to improve school attendance. September 2022

Keeping Children Safe in Education September 2023

Introduction and context:

Bitterne CE Primary is an inclusive school where every staff member is determined to do their very best to ensure that every child is happy, safe and learning well. The school's core Christian values of love, trust and forgiveness reinforce the inclusive nature of the school. The school will always work in a proactive manner with other agencies and parents/ carers and strive to ensure that the needs of every child are met within school.

However, for some serious incidents of poor behaviour, the Headteacher may resort to suspending a pupil for a fixed term or permanently excluding them.

The information in this policy enables Bitterne CE Primary to fulfil the requirements of the DfE document Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023 within the context of Southampton and the structures and systems that SCC have in place within our city. This policy provides detail around the procedures that Bitterne CE Primary will need to follow.

The aim of the DFE guidance 2023 is copied below and this applies to Bitterne CE Primary School and will be fully applied in school.

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

It is essential that all suspensions and exclusions are recorded accurately as failing to do so is in breach of legislation that governs schools.

Our Aims:

Bitterne CE Primary School aims to ensure that:

- We create an environment with a high standard of behaviour, so that children are protected from disruption and can learn and thrive in a calm, safe and supportive environment. Therefore, all pupils in school feel safe and are happy.
- The suspension and exclusion process is clearly understood by all stakeholders (Staff, governors, parents and pupils).
- The process of suspending or permanently excluding a child is done fairly and in a consistent manner, following all latest guidance from Southampton City Council and Department for Education.
- The school works pro-actively with external agencies to reduce the likelihood of suspension or permanent exclusion for individual children. Permanent exclusions will sometimes be necessary as a last resort to maintain our safe and calm environment.
- When suspension or permanent exclusion happens, the school's core Christian values of love, trust and forgiveness are evident before, during and after any situation.

Related Policies and Legislation:

This policy should be read alongside

- Behaviour Policy – which sets out the rules, rewards and consequences related to behaviour in school.
- Our SEND Local offer which sets out the provision for all children, in order to meet their needs.

Bitterne CE Primary are mindful of our duties in relation to this policy under The Education and Inspection Act 2006 and the Equality ACT 2010 and the Children and Families Act 2014 as detailed below **Duties under the Education and Inspections Act 2006**

Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

Duties under the Equality Act 2010 and Children and Families Act 2014

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;

- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Useful contacts for Southampton City Council

Exclusions Officer Sara Smith
exclusions@southampton.gov.uk 02380 834613
 Team Manager for Inclusion Services
Bryn.Roberts@southampton.gov.uk 023 8083 3094
 Education Welfare Service
Kerica.Hunt@southampton.gov.uk

The decision to Suspend or Exclude

Only the Headteacher 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 days in a single academic year), or permanently excluded.

It is also the headteacher's decision **not to suspend or permanently exclude a pupil**. Where the headteacher, based on the evidence and following statutory guidance and agreed processes, decides **not to** suspend or permanently exclude a child, other parents do not have a right of appeal and the headteachers' decision not to suspend or permanently exclude is final. Where a parent of one child disagrees with the headteacher's decision **not to** suspend or permanently exclude another child, they are able to use the school's usual complaints policy.

If the Headteacher is off school-site at the time of a serious incident where exclusion may be a proportionate action, as good practice, an attempt should be made by the senior member of staff with delegated responsibility to speak to the Headteacher and consult before a decision to exclude is made. This policy should be read alongside the school's Behaviour, Anti bullying and Child on Child Abuse policies. These detail the early intervention and include processes for identifying and supporting pupils' additional needs.

The decision must be lawful, rational, reasonable, fair and proportionate. A decision to permanently exclude will be taken as a last resort.

The decision must have regard to duties under the Equality Act 2010. A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Before deciding whether to suspend a pupil or permanently exclude them, the School Leader will:

- Consider all the relevant facts and evidence, including whether there were any mitigating contributory factors e.g. bullying, mental health issues and will take into account early intervention measures/use of multi-agency assessments.
- Allow the pupil to give their version of events, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The headteacher will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion or suspension may still be an appropriate sanction, the headteacher should also take into account of any contributing factors identified after an incident has occurred.
- Have due regard to the following (in accordance with the DfE guidance):
 - for groups with high suspension or exclusion rates (students with SEN, students eligible for Free School Meals and the Pupil Premium, Looked After Children, Previously Looked After Children students from different ethnic groups, students who have English as an Additional Language);
 - that additional support or alternative placement may be required for a student with a Statement of SEN/EHC Plan or a Looked After Child; and
 - that the permanent exclusion of a student with a Statement of SEN/EHC Plan or a Looked After Child should, as far as reasonably possible, be avoided.
 - Ensure that, under the Equality Act 2010, there is no discrimination against, harassment or victimisation of pupils because of: sex; race; disability; religion or belief; sexual orientation or gender reassignment.

The decision to suspend or permanently exclude will only be taken for a disciplinary reason and all suspension/ exclusion decisions will be formally recorded.

The decision to suspend /exclude can be withdrawn by the Headteacher at any point prior to consideration by the governing board. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Headteacher.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. Pupils should still receive their education, therefore the school will set work for the pupil to complete at home.

For the purposes of suspensions/ exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

A fixed – period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from school premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion. However, this decision must be made in line with administrative law i.e that it is lawful, reasonable, fair and proportionate.

The headteacher must take account of their legal duty of care when sending a pupil home following a suspension or exclusion. The school will have regard to Keeping Children Safe in Education throughout this process.

'Informal' or 'unofficial' suspensions, such as sending a pupil home to cool off, are unlawful, regardless of whether they happen with the agreement of the parent or carer. Any suspension of a pupil, even for short periods of time, will be formally recorded – see below

The law does not allow for extending a fixed period suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Cancelling Exclusions:

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded 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 (see paragraph 6).

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 so by the time the cancellation takes effect.

Reasons and Recording Exclusions:

The headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment

- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

Preventative measures to school exclusion

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any kind of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the school and parents and the admission authority for the school. Off site direction would only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Any alternative provision plan off site will have clear objectives agreed before-hand and would be frequently monitored and reviewed. The pupil would continue to receive a broad and balanced education in order to support re integration into mainstream schooling. For further guidance on off-site direction – refer to sections 36 to 47 of the Suspensions and Exclusion Guidance 2023. For further guidance on managed moves see sections 48 to 52 of Suspensions and Exclusions Guidance 2023.

However, the threat of suspension or permanent exclusion will not be used to influence parents to remove their child from this school.

Roles and responsibilities following a Serious Incident

- Accurate details of the incident must be collected from those involved before any decision is made. Statements will be taken from students as well as any adults that were present, as needed. These can be written on paper or an entry to CPOMS. Written paper notes will be scanned into CPOMS.
- When establishing the facts in relation to a suspension / exclusion decision the head teacher must apply the civil standard of proof; ie 'on the balance of probabilities' it is more likely that not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the head teacher should accept that something happened if it is more likely that it did happen than it did not happen.
- The parent/carer will be telephoned by a senior member of staff to outline the incident
- In the case of a pupil with a statement of SEN/Education Health Care Plan (EHCP), all information will be logged and discussed with the Local Authority SEN team.
- In the case of a pupil who is looked after or previously looked after, The SCC Virtual School will be informed.
- As a result of the investigation, it may be determined that an suspension may be appropriate. Parents will be informed by phone call to confirm the arrangements for this. Pupils will be given school work to complete as well as time to reflect upon the behaviour and the choices that were made.
- An initial discussion may need be appropriate with SCC Exclusion Officer Sara Smith.
- At Bitterne CE Primary, the headteacher will always inform the Chair of Governors of any suspension for any length of time and any follow up actions. Once a term, the Headteacher (or Deputy Headteacher) will report on suspensions anonymously at a Full Governing Board meeting.
- Appendix 9 summarises the governing board's duties to review the head teacher's suspension decision – more detail is included in the section below

Suspensions (Fixed term exclusions):

The duty to notify

As soon as the decision has been taken to suspend a pupil:

- Parents/ Carers will be telephoned and the reason for the suspension explained, as soon as it is possible to do so. Parents should be asked to collect their child from the school. If parents cannot be contacted, the headteacher must take account of their legal duty of care following a suspension and put in place measures to ensure the child is safe until parents can be contacted.
- A letter will be written to the parent to inform them of the suspension and their rights and obligations (see model at Appendix 1). This letter MUST include:
- The length of the suspension
- The reason for the suspension
- Information about how to make representations to the Governing Board if the pupil has been suspended for more than six days in a single term (see section 5)
- The fact that the pupil must not be in a public place at any time during school hours for the first five school days of their suspension
- Information about sources of free and impartial advice available to the parent(s)
- The letter should be clear and easy to understand, and may need to be translated if parents do not use English as a first language
- The letter can be emailed if parents agree to this but otherwise a paper copy will be given / sent to them.

1.1 The Governing Board must be informed immediately of any suspension that would mean that the pupil has been suspended for more than five days in one term, and any suspension which means that the pupil will have to miss a National Curriculum test or public exam. This information must include the duration of, and reason for, the suspension.

1.2 A reintegration meeting should be arranged with parents at a mutually convenient time for the day of the pupil's return to school. However, a pupil's entitlement to return to the school cannot be prevented or delayed because a reintegration meeting could not take place. At the meeting the school will communicate the reintegration strategy with parents and seek their views along with any other external agencies involved with the pupil.

1.3 If the fixed term suspension lasts up to five days, Bitterne CE Primary is responsible for ensuring that suitable work is set for the pupil, and marked. If a suspension is for longer than five days, the school (Governing Board) has a duty to arrange alternative provision for the pupil from the sixth school day onwards.

1.4 The headteacher will always inform the Chair of Governors of any suspension. This will include the year group, duration and reason but not the child's name.

2 In situations where a suspension lasts five or more days, and/ or involves a weapon, SCC should be informed as soon as possible (max 2 days) of issuing the suspension:

2.1 A copy of the letter sent to parents should be sent to the SCC Inclusion Team via Anycomms+ ('IYFA/PHIG' mailbox).

- 2.2 The SCC Suspension notification form (Appendix 2) should be completed and sent to the Exclusions Officer at SCC via Anycomms+ ('YFA/PHIG' mailbox). This will need to include a formal reason for the exclusion. The reasons for which a pupil can lawfully be excluded/ suspended are attached at Appendix 3.
- 2.3 Bitterne CE School will always send the suspension letter by Anycomms to the Exclusion Officer at SCC to inform them of any suspension of any length. In addition, for situations where the school considers that a weapon has been used in an incident that has led to exclusion; SCC must be notified, as soon as possible, of **any** exclusion of any length where a weapon has been involved. For the purpose of this document, the Police definition of the term 'weapon' is used: 'any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use'. Information regarding the type of weapon should be reported on the SCC Suspension notification form (Appendix 2).
- 2.4 In all cases, ANY forms containing pupil information should only be sent electronically via Anycomms+ (please do not send paper copies).
- 3 It is important to check how many days the pupil has been suspended for during the current school term.
- 3.1 If a pupil receives a suspension which will result in them being suspended for more than 15 school days in a term (or 45 days in the current school year) or their suspension will lead to them missing a National Curriculum test or public exam, the Governing Board must meet within fifteen school days to consider reinstating the suspended pupil. If the pupil is due to sit a National Curriculum test or public exam before the fifteenth day deadline, the Governing Board must, if at all possible, consider the suspension before the date of the exam.
- 3.2 If a pupil receives a suspension which will lead to them being suspended for between six and 15 school days in a term, the Governing Board must invite parents to make representations and (but only) if they do, a meeting must be arranged for the governors to decide whether the pupil should be reinstated. This meeting must take place within 50 school days of the Governing Board receiving the head teacher's notification of the suspension.
- 3.3 If the pupil has received five or less days' suspension in the current term, parents should be advised of their right to make representations to the Governing Board. In this situation, the Governing Board must consider the representations but has no duty to meet parents and no power to direct that the pupil is reinstated.

Recording Suspensions (fixed term exclusions)

- 4 Attendance coding:
- 4.1 Whilst a pupil is suspended they should be marked on the attendance register using E Code, which will be classed as an authorised absence.

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4.2 The school will consider how many full and part days the suspension is for, as the length of the suspension needs to match the attendance register. In practice, this means that the length of the suspension will depend on the time at which the pupil went home.

Example 1: Sam is involved in an incident at 2pm on Tuesday afternoon. The headteacher decides that Sam is not to return to school until Thursday morning. Sam has already been registered for the Tuesday afternoon session and so Sam's suspension lasts for one day (Wednesday morning and Wednesday afternoon).

Example 2: Joey is involved in an incident that takes place during lunchtime, at 12.20pm on Tuesday. The headteacher decides that Joey is not to return to school until Thursday morning. Registration has not yet taken place for the afternoon session, and so Joey's exclusion lasts for 1.5 days (Tuesday afternoon, Wednesday morning and Wednesday afternoon).

4.3 If the pupil being suspended is following a parentally- agreed reduced timetable, the suspension issued should only cover the sessions that the pupil would be expected to be in school. The E code should only be used when the pupil would normally be expected to be on the school site, with the C code continuing to be used for the other sessions.

Example 3: Max is following an agreed reduced timetable and attends school from 10.30am – 12 noon every day. Max is involved in an incident on Monday morning and is suspended for two days. The suspension n lasts for four sessions (Tuesday, Wednesday, Thursday and Friday mornings) and Max returns to school the following Monday. The school records the afternoon sessions using the C Code as usual.

4.4 If a pupil is dual-rolled (for example, whilst the pupil is receiving an intervention at The Compass School) a suspension only covers the sessions when the pupil would be expected to be attending the setting which has issued the suspension.

Example 4: Lee is dual registered and is timetabled to attend school on Mondays and Thursdays and Compass on Tuesdays, Wednesdays and Fridays. Following an incident on Monday morning at school, Lee receives a 1.5 day suspension n. Lee does not attend the remaining three sessions at school and is E coded, but still attends sessions at Compass.

Day	School register		Compass register	
Monday	/	E	D	D
Tuesday	D	D	/	\
Wednesday	D	D	/	\
Thursday	E	E	D	D
Friday	D	D	/	\

4.5 Suspensions are only in effect on days when education is being offered to the pupil. As such, when calculating the date on which a pupil will return to school following a set period of exclusion, any days of school closure including Bank Holidays, INSET days and school holidays are not counted. This means that it is theoretically possible for a suspension to 'bridge' periods of school holiday. Nevertheless, it is strongly advised that schools always consider the impact of the suspension. A sanction that bridges a weekend or longer may

lack any effectiveness on the days after the break as the pupil is likely to have 'moved on' from the trigger incident and at Bitterne CE Primary, this will be avoided, where possible.

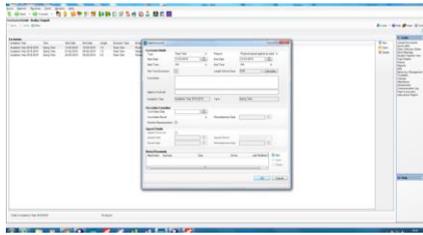
- 4.6 Occasionally, when a significant one-off incident has occurred that could reasonably be expected to result in a permanent exclusion being issued, head teachers may decide to issue a 'fixed term pending investigation' suspension. These fixed-term exclusions (suspensions) should be used sparingly and only in situations where the headteacher requires time to further investigate the incident to ensure that they have enough evidence to take the decision to permanently exclude. 'Fixed term pending investigation' exclusions (suspensions) should not be used for cases where the evidence is clear or to allow the school more time to put a plan of action in place. If the decision is taken to permanently exclude as a response to the outcome of the investigation, this is an entirely separate exclusion and should be issued from the date in which the pending exclusion (suspension) finishes. The fixed term exclusion (suspension) should, under no circumstances, be amended or 'converted' into a permanent exclusion as this will be unlawful.
- 4.7 Suspensions must last the length of time specified in the letter sent to parents, and cannot be extended or converted. There can be no pre-requisite to the pupil returning to school; parental (or pupil) non-attendance at a reintegration meeting, for example, is not a lawful reason to prevent the pupil accessing education.

Recording fixed term exclusions on SIMS

- 5 It is important that suspensions and exclusions are logged on SIMS as soon as possible (select focus- pupil – exclusion) after they have been issued.
 - 5.1 On SIMS, under the 'Exclusions' tab click 'new'.
 - 5.2 Select a type of exclusion – fixed term (suspension).
 - 5.3 Select the official reason for the suspension (see Appendix 3)
 - 5.4 Fill in the start and end date and time.
 - 5.5 Do not select the part-time exclusion box. Press 'calculate' and check that the length of suspension is the numbers of days that you are expecting it to be. If not, consider why this may be different and if necessary, type the correct suspension length into the box to override the calculation.
 - 5.6 Under 'comments' you may wish to include any relevant information. This may include anything from whether the incident has been reported to the Police to any additional actions taken if there are specific child protection concerns about the child not being in school (for example, the name of the child's social worker and the date contacted). This information cannot be seen by SCC when the data is exported to us.
 - 5.7 Under 'agencies involved', include other professionals that are currently working with the pupil, for example, SAOS, No Limits, Youth Offending Team, CAMHS, Social Care, Education Welfare, MET etc.
 - 5.8 Select the correct year and term in which the suspension is issued.

5.9 If it is necessary for the Governing Board to meet (see section 5), include the date of the meeting under 'discipline committee'. After the governors' meeting, select the outcome, and if necessary select the date on which the pupil is reinstated. This should match with attendance data.

5.10 Press 'OK' at the bottom of the window when you have entered all of the details of the suspension.



Data compliance for fixed term exclusions(Suspensions)

- 6 With regard to suspensions, the following actions should take place on a regular basis:
 - 6.1 The head teacher (or a member of staff that they nominate to do so) must regularly reconcile the information that SIMS holds on each pupil's suspensions with their attendance information to ensure that the use of the E code on the register accurately matches suspensions issued.
 - 6.2 An appropriate member of staff should keep track of the pupils that are receiving suspensions to try and identify trends and individuals that have a frequent or escalating pattern of suspension. In these cases, it may be appropriate to call a multi-agency meeting or seek other help as suspension is not working as an effective behaviour intervention.
 - 6.3 Once a term, the head teacher must let SCC and the Governing Board know about all suspensions issued during that period. This information must include the duration of, and reason for, the suspension.

Permanent exclusions

The decision to permanently exclude a pupil should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in school.

The duty to notify

- 7 As soon as the decision has been taken to permanently exclude a pupil:
 - 7.1 Parents should be telephoned and the reason for the exclusion explained. Parents should be asked to collect their child from the school if the pupil is on site. If parents cannot be contacted, the headteacher must take account of their legal duty of care if deciding to send a child home following an exclusion.

7.2 A letter should be written to the parent to inform them of the permanent exclusion and their rights and obligations (see model at Appendix 4). This letter MUST include:

- The fact that the exclusion is permanent
- The reason for the exclusion
- Information about how to make representations to the Governing Board
- The fact that the pupil must not be in a public place at any time during school hours for the first five school days of their exclusion
- Information about sources of free and impartial advice available to the parent(s).
- The letter should be clear and easy to understand, and may need to be translated if parents do not use English as a first language.
- The letter can be emailed if parents agree to this but otherwise a paper copy will be given / sent to them.

7.3 If a parent submits a letter to exercise their right to home educate their child AFTER a permanent exclusion letter has been issued to parents, the process should continue as if the pupil were on roll, with the Governing Board being informed in order to fulfil their obligation to meet. It should be noted however that if parents have elected to home educate their child, the obligation for the school/ SCC to provide education for the pupil no longer stands. If a home education letter is received before a parent has received formal written notification of a permanent exclusion, the pupil cannot be permanently excluded as they should no longer be on the school roll.

7.4 The Governing Board and SCC must be informed immediately of the permanent exclusion and the reason for it. If the child lives in another Local Authority (not Southampton) their 'home' LA must be informed.

8 The school is responsible for ensuring that suitable work is set for the pupil, and marked, during the first five school days of the permanent exclusion. From the sixth school day, SCC will take over responsibility for educating the pupil (this takes place at Compass School). Throughout the exclusion process, the pupil will be dual-rolled, at the expense of the excluding school.

9 By the end of the second school day of the permanent exclusion, the following must be sent to both the Inclusion Team at SCC via Anycomms+ ('IYFA/PHIG' mailbox) and to the Compass School via Anycomms+:

9.1 A copy of the letter sent to notify parents of the permanent exclusion

9.2 The completed SCC Permanent Exclusion notification form (Appendix 5). This will need to include a formal reason for the exclusion. The reasons for which a pupil can lawfully be excluded are attached at Appendix 3.

9.3 A completed Boxall Profile (for primary pupils this is at Appendix 6)

9.4 A completed Compass School risk assessment (Appendix 7)

Recording a permanent exclusion

10 Attendance coding:

10.1 For the first five days of the permanent exclusion, the pupil's attendance should be recorded using the E Code.

10.2 When the pupil begins at the Compass School (usually on the sixth school day of the exclusion, but this can be sooner in particular circumstances), the pupil should be marked in the attendance register using Code D. The use of the D Code should continue until the school is notified by the SCC that the pupil can be removed from the school roll.

10.3 The pupil must remain on the school roll being registered using the D Code until one of the following occurs:

- The head teacher decides to reinstate the pupil (this may take place at any point before the Governors' Board meeting takes place) and the pupil returns to school and their dual roll at Compass is terminated.
- The Governors' Board meets and decides not to uphold the head teacher's decision to permanently exclude the pupil. The pupil will return to school on a date specified by the Governors' Board and their dual roll at Compass is terminated. In the case of Bitterne CE Primary, the Governing Board has delegated the possible reinstatement of a pupil to the Governors' Exclusion and Discipline Committee (GEDC). This comprises of at least 3 governors.
- The Governors' Board (or delegated Committee) meets and decides to uphold the head teacher's decision to permanently exclude the pupil. In these circumstances, parents have fifteen school days to request an Independent Review of the decision from the day on which they receive the letter to inform them of this (usually the day after the Governors' Board meeting). This date will be calculated by the Inclusion Team, and can be requested at any time by emailing exclusions@southampton.gov.uk. On this date, if an Independent Review has not been requested, the Inclusion Team will inform the school that the pupil can now be removed from the roll. At this point the Compass School will change the pupil to single registration status. More detail on reinstatement is set out below.
- If parents request an Independent Review, the pupil remains on roll until the Independent Review process is complete. It is essential that the pupil remains on roll until the Inclusion Team informs the school that they can legally be removed. More detail on the process of an Independent Review are set out below.

Considering the reinstatement of a pupil

The Governor Committee will consider the reinstatement of an excluded or suspended pupil within 15 school days of receiving the notice of the exclusion/ suspension if:

- The exclusion is permanent
- It is a fixed-period exclusion(suspension) which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

If requested to do so by parents, the Governor Committee will consider the reinstatement of an excluded/ suspended pupil within 50 school days of receiving notice of the exclusion/ suspension if the pupil would be suspended from school for more than 5 school days, but less than 15, in a single term.

Where a suspension would result in a pupil missing a public examination, the GEDC will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Governor Committee will consider the suspension instead and decide whether or not to reinstate the pupil.

In advance of the meeting the Headteacher will prepare an exclusion/ suspension school evidence pack as documentary evidence for the decision to exclude/ suspend. This will also be sent to the Team Manager for Inclusion Services at SCC who will submit a written and/or verbal report to the committee offering advice and guidance based on the evidence provided.

Parents can request a meeting to be held via the use of remote access but this should not be a default option. Holding meetings via remote access must only be done if governing boards or arranging authorities are satisfied that the meeting is capable of being held fairly and transparently.

The school evidence pack that is sent to all parties in advance of the Governor Committee meeting will include:

- A profile sheet including basic information about the student
- An overview of the case including a detailed account of the reason(s) for the exclusion/ suspension
- Confirmation that the current DfE exclusion and suspensions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies which have been used
- An indication of how the sanction applied is consistent with the School's Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- In the case of a student with SEN, or a looked-after or disabled student, that the relevant DfE guidance was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

The Governor Committee can either:

- Uphold the decision to exclude/ suspend the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date. In reaching a decision, the Governor Committee will consider whether the exclusion/ suspension was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties.

They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude/ suspend.

Minutes will be taken of the meeting by a fully trained clerk, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record. The Governor Committee will notify, in writing, the Headteacher, parents and SCC of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Committee decision will also include the following:

- The fact that it is permanent

- If the decision has been upheld, notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the school /SCC to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for a SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

- If parents apply for an independent review, the school, with SCC, will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil. This will be accessed via the relevant Local Authority.
 - Applications for an independent review must be made within 15 school days of notice being given to the parents by the Governor Committee of its decision to not reinstate a pupil. A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the School Leader category.
 - A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
 - School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or School Leaders during this time
 - Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they are:

- A member of the governing board or the headteacher of the school excluding the pupil. The full guidelines of the review panel will be agreed at the time with eligibility checked.

A trained clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote. An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing board to reconsider its decision.

The panel will then be expected to order that the school must make an additional payment, if it does not offer to reinstate the pupil. Whether or not a school recognises a pupil as having Special Educational Needs (SEN), all parents have the right to request the presence of a SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally, in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.

The Independent Review Panel's decision is final and binding on all parties. There is no further right of appeal against the decision of an Independent Review Panel. A parent/guardian may seek a Judicial Review of an Independent Review Panel's decision and an application to do this should be made within three months of the panel's decision. If the parent/guardian believes that there has been maladministration in the conduct of the review hearing this should be raised with the Education and Skills Funding Agency.

Recording a permanent exclusion on SIMS

11 It is important that permanent exclusions are logged on SIMS as soon as possible after they have been issued.

11.1 On SIMS, under the 'Exclusions' tab select focus- pupil – exclusion

11.2 Select a type of exclusion – permanent.

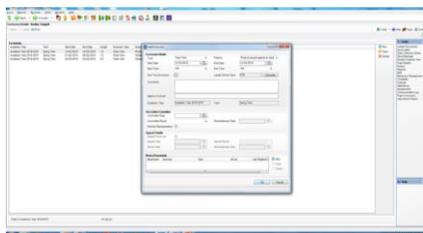
11.3 Select the official reason for the exclusion (see Appendix 3)

11.4 Fill in the start date and time.

11.5 Under 'comments' you may wish to include any relevant information. This may include anything from whether the incident has been reported to the Police to any additional actions taken if there are specific child protection concerns about the child not being in school (for example, the name of the child's social worker and the date contacted). This information cannot be seen by SCC when the data is exported to us.

11.6 Under 'agencies involved', include other professionals that are currently working with the pupil, for example, SAOS, No Limits, Youth Offending Team, CAMHS, Social Care, Education Welfare, MET etc.

- 11.7 Select the correct year and term in which the exclusion is issued.
- 11.8 Include the date of the Governing Board meeting under 'discipline committee'. After the governors' meeting, select the outcome, and if necessary select the date on which the pupil is reinstated. This should match with attendance data.
- 11.9 If an Independent Review is requested, use the boxes marked 'appeal details' to record this information.
- 11.10 Press 'OK' at the bottom of the window when you have entered all of the details of the exclusion.
- 11.11 The exclusion record must be updated following the Governing Body/ Management Committee meeting, and the Independent Review Panel meeting, if held. All details of the meeting should be listed, including the committee result.
- 11.12 If a permanent exclusion is subsequently retracted by the headteacher or not upheld by a Governors' Panel, the SIMS record must be amended accordingly. Go into the permanent exclusion and under the 'type' drop down, change the exclusion from 'permanent' to 'reinstated from permanent'. In some circumstances, you may be required to undertake this step before you are able to save the committee result referred to in 11.11.



Data compliance

- 12 With regard to permanent exclusions, the following actions should take place on a regular basis:
- 12.1 The head teacher (or a member of staff that they nominate to do so) must regularly check that permanent exclusions have been recorded on SIMS.
- 12.2 An appropriate member of staff should keep track of the school's permanent exclusions to try and identify and mitigate any patterns in behaviour and/ or gaps in the school's provision.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) 53.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational

provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review.

For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

Pupils who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. Headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH (Virtual School Head) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

Appendix 1 – Model letter to inform parents of a suspension (fixed term exclusion)

Dear **[name of parent]**,

[name of pupil] – Suspension

I am writing to inform you of my decision to suspend **[name of pupil]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in the school during this time. The suspension begins on **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[name of pupil]** has not been taken lightly. **[name of pupil]** has been suspended for the fixed period because **[reason for suspension – formal reason plus a sentence to explain if greater detail is needed]**.

(Omit the next two paragraphs if the pupil is not of compulsory school age)

You have a duty to ensure that your child is not present in a public place during school hours between **[specify dates]** unless there is reasonable justification for this. I must warn 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.

We will provide work for **[name of pupil]** to complete on the days specified in the previous paragraph as school days during the period of his/her suspension when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

(Include the next paragraph if the pupil has been suspended for five or less days this school term, including the current exclusion)

You have the right to make a written statement to the Governing Board. If you wish to do so please send your statement to **[Clerk to Governors]** on/at **[contact details – address, phone number, email]**. The Governing Board must consider your representations but is not able to direct **[name of pupil]**'s reinstatement. It may however make a note to put on **[name of pupil]**'s school record.

(Include the next paragraph if the pupil has been suspended for six to fifteen days inclusive this school term, including the current suspension)

You have the right to make a written statement to the Governing Board requesting that it meets to consider reinstating **[name of pupil]**. If you wish to do so please contact **[Clerk to Governors]** on/at **[contact details – address, phone number, email]** as soon as possible. The Governing Board must meet within 50 school days and decide whether to reinstate **[name of pupil]** if you choose to make representations in this way. Both you and **[name of pupil]** have the right to attend this meeting, and to make representations, and you may bring a friend or representative with you. You will be contacted by **[Clerk to Governors]** to arrange a date and time for the Governing Board to meet that is convenient for all parties; please let him/her know at that time if you have need of any reasonable adjustments to enable you and **[name of pupil]** to attend.

(Include the next paragraph if the pupil has been suspended for sixteen or more days this school term, including the current exclusion)

As **[name of pupil]** has been suspended for more than fifteen days during **[term name and academic year]**, the Governing Board must meet within 15 school days to consider the suspension. Both you and **[name of pupil]** have the right to attend this meeting, and to make representations, and you may bring a friend or representative with you. You will be contacted by **[Clerk to Governors]** to arrange a date and time for the Governing Board to meet that is convenient for all parties; please let him/her know at that time if you have need of any reasonable adjustments to enable you and **[name of pupil]** to attend.

(Include the next paragraph if the exclusion will result in the pupil missing a National Curriculum test or a public examination)

As **[name of pupil]**'s suspension will prevent him/her from attending his/her **[name of exam]**, the Governing Board must, if possible, meet before the date of the examination to consider the fixed term exclusion. Both you and **[name of pupil]** have the right to attend this meeting, and to make representations, and you may bring a friend or representative with you. You will be contacted by **[Clerk to Governors]** to arrange a date and time for the Governing Board to meet that is convenient for all parties; please let him/her know at that time if you have need of any reasonable adjustments to enable you and **[name of pupil]** to attend. If it is not possible to find a convenient time before **[name of pupil]**'s examination, **[name of Chair of Governors]**, Chair of Governors is lawfully able to consider **[name of pupil]**'s reinstatement alone. You will be contacted by **[Clerk to Governors]** if this is the case.

You should also be aware that if you think this suspension 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 First Tier Tribunal [Special Educational Needs and Disability] <http://www.justice.gov.uk/tribunals/send>. Making a claim would not affect your right to make representations to the Governing Board.

You have the right to see a copy of **[name of pupil]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of pupil]**'s school record. I will be happy to supply you with a copy if you request it.

If you would like impartial advice for parents, please contact the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>), whose advice line service on 03000 115 142 is available every Monday to Wednesday from 10am to 1pm during term time.

I have informed Sara Smith, Exclusions Officer at Southampton City Council of **[name of pupil]**'s exclusion. Sara is able to answer questions about the exclusion process, and signpost you to additional support and advice. You can contact her on 02380 834613 or email exclusions@southampton.gov.uk.

Please also find a link to the Statutory Guidance on Suspensions and Permanent Exclusions from the DfE for your reference

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

[Name of pupil]'s suspension ends on **[date]** and we expect **[name of pupil]** to be back in school on **[date]** at **[time]**. I will contact you separately to arrange **[name of pupil]**'s reintegration meeting.

Yours sincerely,

[Name]

Headteacher/ Principal

cc.

Appendix 2 – Suspension (Fixed term exclusion) notification form

Suspension Notification Form

Please only complete this form where a suspension lasts five or more days, and/ or involves a weapon, and attach a copy of the exclusion letter sent to parents. Please return via Anycomms+ to the 'YFA/ PHIG' mailbox			
1 School Details			
School Name			
DfE Number			
2 Student Details		3 Registration	
Pupil's Name		Year Group	
SEN Status		CLA Status	
Address		SEN Status	
Gender		Home Telephone	
Date of Birth		UPN	
4 Agencies Please give details of agencies involved (In the last 24 months) with the student and/or family			

Agency	Y/N	Comments		
Compass School				
EP Service				
Social Care				
SAOS				
Families Matter				
Jigsaw				
EWO/Early Help				
OTHER (please give details)				
5 Suspension Information				
Start Date of Suspension n				
Finish Date of Suspension				
Year	No of Days	No of Exclusions	Main reasons	
Current Year				
Previous Academic Year				
6 Susoension Reason (In line with the National Standard List of Reasons for Exclusion/ suspension)				
Reason			Please Tick	
PP – Physical Assault against a Pupil				
PA – Physical Assault against an Adult				
VP – Verbal Abuse/Threatening behaviour against a pupil				
VA – Verbal Abuse/Threatening behaviour against an adult				
BU – Bullying				
RA – Racial Abuse				
SM – Sexual Misconduct				
DA – Drug and Alcohol related				
DM – Damage				
TH – Theft				
DB – Persistent Disruptive Behaviour				
OT – Other				
If Other – Please state				
Has the Exclusion involved any of the following offences? (Please comment)				
Reason	Tick	Comments/Description		
Arson				
Weapon / Knife				
Incidents Off School Site				

7 Authorisation					
Have you attached a copy of the official suspension letter to the parents? Please tick			YES		NO
Signed (Head Teacher)		Print Name		Date	

Appendix 3 – Reasons for excluding a pupil

**NATIONAL STANDARD LIST
OF REASONS FOR EXCLUSION/ SUSPENSION**

The Department for Education has produced a national standard list of reasons to be used when reporting an exclusion/ suspension. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

<p>Physical assault against pupil (PP) Includes:</p> <ul style="list-style-type: none"> • fighting • violent behaviour • wounding • obstruction and jostling 	<p>Physical assault against adult (PA) Includes:</p> <ul style="list-style-type: none"> • violent behaviour • wounding • obstruction and jostling
<p>Verbal abuse/threatening behaviour against pupil (VP) Includes:</p> <ul style="list-style-type: none"> • threatened violence • aggressive behaviour • swearing • homophobic abuse and harassment • verbal intimidation • carrying an offensive weapon 	<p>Verbal abuse/threatening behaviour against adult (VA) Includes:</p> <ul style="list-style-type: none"> • threatened violence • aggressive behaviour • swearing • homophobic abuse and harassment • verbal intimidation • carrying an offensive weapon
<p>Bullying (BU) Includes:</p> <ul style="list-style-type: none"> • verbal • physical • homophobic bullying 	<p>Racist abuse (RA) Includes:</p> <ul style="list-style-type: none"> • racist taunting and harassment • derogatory racist statements

<ul style="list-style-type: none"> racist bullying 	<ul style="list-style-type: none"> swearing that can be attributed to racist characteristics racist bullying racist graffiti
Sexual misconduct (SM) Includes: <ul style="list-style-type: none"> sexual abuse sexual assault sexual harassment lewd behaviour sexual bullying sexual graffiti 	Drug & Alcohol related (DA) Includes: <ul style="list-style-type: none"> possession of illegal drugs inappropriate use of prescribed drugs drug dealing smoking alcohol abuse substance abuse
Damage (DM) Includes damage to school or personal property belonging to any member of the school community: <ul style="list-style-type: none"> vandalism arson graffiti 	Theft (TH) Includes: <ul style="list-style-type: none"> stealing school property stealing personal property (pupil or adult) stealing from local shops on a school outing selling and dealing in stolen property
Persistent disruptive behaviour (DB) Includes: <ul style="list-style-type: none"> challenging behaviour disobedience persistent violation of school rules 	Other (OT) Includes incidents which are not covered by the categories above but this category should be used sparingly.

Appendix 4 – Model letter to inform parents of a permanent exclusion

Dear [name of parent],

[name of pupil] - Permanent Exclusion

I regret to inform you of my decision to permanently exclude [name of pupil] with effect from [date]. This means that [name of pupil] will not be allowed in this school unless he/she is reinstated by the Governing Board.

I realise that this exclusion may well be upsetting for you and your family, but my decision to permanently exclude [name of pupil] has not been taken lightly. [name of pupil] has been permanently excluded because [reason for exclusion – formal reason plus a sentence to explain if greater detail is needed].

(Omit the next two paragraphs if the pupil is not of compulsory school age)

You have a duty to ensure that your child is not present in a public place in school hours during the first five days of this exclusion [specify dates] unless there is reasonable justification for this. I must warn 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.

We will set work for [name of pupil] to be completed on the days specified in the previous paragraph as school days during the first five days of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. [Detail the arrangements for collecting and submitting work]. Please ensure that work set by the school is completed and returned to us promptly for marking.

As [name of pupil] has been permanently excluded, the Governing Board must meet within 15 school days to consider it. Both you and [name of pupil] have the right to attend this meeting, and to make representations, and you may bring a friend or representative with you. You will be contacted by [Clerk to Governors] to arrange a date and time for the Governing Board to meet that is convenient for all parties; please let him/her know at that time if you have need of any reasonable adjustments to enable you and [name of pupil] to attend. The Governing Board has the power to reinstate [name of pupil] immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion in which

case you may appeal against its decision to an Independent Review Panel (you will be given further details of this process if necessary). The latest date by which the Governing Board must meet is **[15 school days from the date of the exclusion]**.

(Include the next paragraph if the exclusion will result in the pupil missing a National Curriculum test or a public examination)

As **[name of pupil]**'s exclusion will prevent him/her from attending his/her **[name of exam]**, the Governing Board must, if possible, meet before the date of the examination to consider the fixed term exclusion. Both you and **[name of pupil]** have the right to attend this meeting, and to make representations, and you may bring a friend or representative with you. You will be contacted by **[Clerk to Governors]** to arrange a date and time for the Governing Board to meet that is convenient for all parties; please let him/her know at that time if you have need of any reasonable adjustments to enable you and **[name of pupil]** to attend. If it is not possible to find a convenient time before **[name of pupil]**'s examination, **[name of Chair of Governors]**, Chair of Governors is lawfully able to consider **[name of pupil]**'s reinstatement alone. You will be contacted by **[Clerk to Governors]** if this is the case.

You should also be aware that if you think this 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 First Tier Tribunal [Special Educational Needs and Disability] <http://www.justice.gov.uk/tribunals/send>. Making a claim would not affect your right to make representations to the Governing Board.

You have the right to see a copy of **[name of pupil]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of pupil]**'s school record. I will be happy to supply you with a copy if you request it.

If you would like impartial advice for parents, please contact the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>), whose advice line service on 03000 115 142 is available every Monday to Wednesday from 10am to 1pm during term time.

I have also today informed Kate Holmes, Exclusions Officer at Southampton City Council of **[name of pupil]**'s exclusion. Kate is able to answer questions about the exclusion process, and signpost you to additional support and advice. She will also arrange **[name of pupil]**'s education from the sixth day of his/her exclusion. You can contact Kate on 02380 834613 or email exclusions@southampton.gov.uk.

Please also find a link to the Statutory Guidance on Exclusions from the DfE for your reference

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

Yours sincerely,

[Name]

Headteacher/ Principal

cc.

Permanent Exclusions Notification Form



Reason for Permanent Exclusion			
Please ensure this is the same as on the formal exclusion letter			
Excluding School		Date of Permanent Exclusion	
Exclusion reason code			
Name of staff member completing form			
Position			
Email address			
Student Details			
Date of pupil's admission			
Name	DOB	Year	Gender
UPN <small>Please forward the child's CTF file to the Compass School 852/1100</small>	Free School Meal Status	Ethnicity	
SEN Status (please tick)	CLA Status	Caring Authority	
N – No SEN			
K – School Support			
Q – Stat Assess Pending			
E – EHCP			
SEN Need			
Support Provided Per Week			
SEN Support			
Support for :	Yes	No	Details
Behaviour			
Learning			
Disability			

Parent/Carer Details			
	Main	Other	
Name			
Relationship			
Home Address			
Phone			
Mobile			
Email			
Attendance			
Percentage attendance so far this academic year			
Please detail any part time timetable provision:			
Previous Schools			
School	Date Admitted	Date Left	
Medical			
Child Protection			
Details of any child protection issues must be passed onto the CPLO at the Compass School			
Is there information to pass on? Please tick box		YES	NO
Agencies			
Please give details of agencies currently involved with the student and/or family			
Agency	Contact Person	Contact details	
Barnardos			
DASH			
EP Service			
EWO			
No Limits			
Orchard Centre			
Social Care			
YOS			
BRS			
Exclusions			

	This Academic Year	Last 12 Months	Comments		
Number of fixed term exclusions					
Please give specific details of the nature and frequency of problems that the student has:					
Academic Profile					
End of Key Stage Results					
	Current Level	End of Year Target	End of KS Target		
English					
Maths					
Science					
KS4					
Subject	Exam Board and Specification	Coursework already completed	Estimated grade		
Additional Information Please ensure the following documents are attached					
Boxall profile form	Y / N	Compass School pupil risk assessment	Y / N	Permanent exclusion letter sent to parents	Y / N
Any other relevant information					
Date:					
Signature:					
Please print name:					

Please note that the information required on this form is needed by Compass School to plan teaching programmes for the student. The Compass School may ask for additional information to be made available to support the induction of the pupil as part of the 6th day provision.

Please ensure this form is **FULLY** completed and returned to both the Inclusion Team at SCC via Anycomms+ ('IYFA/PHIG' mailbox) and to the Compass School via Anycomms+:

Appendix 6 – Primary pupil Boxall Profile

Boxall Profile for Primary Schools

Confidential

Name:

It is recommended that at least two people who know the student well complete this profile together.

Section 1		Score each item in turn according to the key	4 Like this to a marked extent	
Developmental strands			0 Not like this	
			Score	Column
1	Listens with interest when the teacher explains something to the class			A
2	Takes appropriate care of something s/he has made or work s/he has done Investment of feeling in his/her achievement is implied, and self esteem			F
3	Appreciates a joke or is amused by an incongruous statement or situation Disregard lack of appreciation of a joke which is at his/her expense Disregard amusement that is clearly appropriate			D
4	Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group Score 2 if a personal and specific request is needed			G
5	Makes and accepts normal physical contact with others e.g. when holding hands in a game			H
6	Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need of continuing direct support Disregard repetitive activity which does not progress			A
7	Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well			H
8	Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs Disregard situations of provocation			H
9	Complies with specific verbal prohibitions on his/her personal use of classroom equipment Score 2 if s/he complies but often protests or sulks			G
10	Abides by the rules of an organised group game in the playground or school hall			J

	Interacts and co-operates and continues to take part for the duration of the game		
11	Accommodates to other children when they show friendly and constructive interest in joining his/her play or game		H
12	Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her e.g. to get out his/her work book		A
13	Works or plays alongside a child who is independently occupied, without interfering or causing disturbance		G
14	Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations		B
15	Of his/her own accord returns to and completes a satisfying activity that has been interrupted e.g. s/he finishes a painting or carries on with a written story later in the day or the following day		C
16	Is adequately competent and self-reliant in managing his/her basic personal needs i.e. clothes, toilet, food		A
17	In freely developing activities involving other children s/he constructively adapts to their ideas and suggestions		I
18	Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming Disregard occasional normal negativism		F
19	Accepts disappointments e.g. if an outing is cancelled because it is raining, or s/he is not chosen for favourite activity s/he does no more than complain or briefly moan		J
20	Takes part in a teacher centred group activity e.g. number or language work, or finger games score 2 if s/he does no more than try to follow		A
21	Shows genuine interest in another child's activity or news; looks or listens and gains from experience Does not intrude unduly; does not take over		B
22	Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help		I
23	Recalls information of relevance to something s/he reads or hears about and makes a constructive link		C
24	Makes constructive and reciprocal friendships which provide companionship Score 3 if the friendship is with one child only Score 2 if no friendship lasts longer than a week Score 1 if the association is fleeting, albeit constructive and reciprocal		D

25	Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles s/he takes e.g in the Play House, other free play activities or improvised class drama		E
26	Is reasonably well organised in assembling the materials s/he needs and in clearing away Reminders only are needed		B
27	Communicates a simple train of thought with coherence e.g when telling or writing a story or describing an event		C
28	Responds to stories about animals and people with appropriate feeling; appropriately identifies the characters as good, bad, funny, kind etc Disregard response to nursery rhymes or fairy stories		D
29	Makes pertinent observations about the relationship between two other people; appropriately attributes attitudes and motives to them		D
30	Engages in conversation with another child An interchange of information, ideas or opinions is implied		E
31	Looks up and makes eye contact when the teacher is nearby and addresses him/her by name i.e heeds the teacher; does not necessarily pay attention		F
32	Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention		G
33	Gives way to another child's legitimate need for the classroom equipment s/he is using by sharing it with him/her, or taking turns No more than a reminder is needed		H
34	Shows curiosity and constructive interest when something out of the ordinary happens Is secure enough to accept a change or the introduction of something new is alert to the possibilities of the event and gains from it.		D

Continue to the next sheet for section 2

Section 2		Score each item in turn according to the key	4 Yes or usually 3 Often 2 To some extent 1 Not really or virtually never 0 Does not arise, cannot be assessed	
Diagnostic Profile			Score	Column
1	Abnormal eye contact and gaze			V
2	Avoids, rejects or becomes upset when faced with a new and unfamiliar task or a difficult or competitive situation			R
3	Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids			W
4	Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'			Q
5	Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress			X
6	Inappropriate noises or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance			T
7	Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific			Y
8	Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about, or mirror the others			S
9	Always has to be first, or the best, or have the most attention or get immediate attention			Z
10	Adopts stratagems to gain and maintain close physical contact with the adult			U
11	Lacks trust in adults' intentions and is wary of what they might do; avoids contact, and readily shows fear			V
12	Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by the others			R
13	Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive, or unheeding			W
14	Repetitively pursues a limited work or play activity which does not progress			Q
15	Spoils, destroys or otherwise negates the achievement or success s/he has worked for and values			X
16	Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations			T
17	Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies			Y
18	Over-reacts to affection, attention or praise; gets very excited and may become out of control			S

19	Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure		U
20	Can't wait for his/her turn or something s/he wants; plunges in or grabs		Z
21	Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further		V
22	Self-disparaging and self-demeaning		R
23	Attention-seeking in a bid for recognition or admirations		W
24	Disparaging attitude to other children; is critical and contemptuous		Y
25	Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure		Q
26	Sulks when disapproval is shown, or when attention is withdrawn or when thwarted		X
27	'Is into everything'; shows fleeting interest but doesn't attend to anything for long		T
28	Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge		Y
29	Clings tenaciously to inconsequential objects and resists having them taken away		S
30	Sullen, resentful and negative in general attitude and mood		V
31	Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right		W
32	Feels persecuted; imagines that others are against him/her and complains of being 'got at' and left out		X
33	Restless and erratic; behaviour is without purposeful sequence, continuity and direction		T
34	Determinedly dominated or persecutes by bullying, intimidation or the use of force		Y

Thank you

Section 2			
Diagnostic Profile	Score each item in turn according to the key	4 Yes or usually 3 Often 2 To some extent 1 Not really or virtually never 0 Does not arise, cannot be assessed	
		Score	Column
1	Abnormal eye contact.		V
2	Avoids, rejects or becomes upset when faced with a new or unfamiliar task, or a difficult competitive situation.		R
3	Variable in mood; sometimes seeks or responds to positive interactions with an adult, at other times rejects or avoids.		W
4	Oblivious of people and events; doesn't relate; is out of contact and can't be reached.		Q
5	Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress.		X
6	Inappropriate noises, remarks or behaviour that appear unrelated to the current situation.		T
7	Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the trigger is immediate and specific.		Y
8	Relates and responds to adults in an immature way. <i>(i.e. as a young child would, immature language, behaviour interests)</i>		S
9	Always has to be first, must be best. Demands the most attention or immediate attention.		Z
10	Adopts stratagems to gain or maintain close physical contact with an adult.		U
11	Lacks trust in adults' intentions and is wary of what they might do; avoids contact and readily shows fear.		V
12	Self conscious and easily rebuffed. Hypersensitive to disapproval or the regard in which they are held by others.		R
13	Contrary in behaviour, sometimes helpful, co-operative and compliant yet at other times stubborn, obstinate and resistive.		W
14	Repetitively pursues a limited task which does not progress.		Q
15	Spoils, destroys or otherwise negates the achievement or success s/he has worked for and values.		X
16	Gives uninhibited expression to boisterous and noisy behaviour, is not influenced by normal social constraints and expectations.		T
17	Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies.		Y
18	Over-reacts to warmth, attention or praise and responds inappropriately.		S

19	Desperately craves affection, approval and reassurance, but questions the sincerity of the regard shown; seeks it repeatedly but remains insecure.		U
20	Has difficulty in waiting; will push in, grab or take without consent.		Z
21	Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further.		V
22	Self-disparaging and self-demeaning. <i>(e.g. "I can't do this", "I am rubbish at this")</i>		R
23	Attention-seeking in a bid for recognition or admiration.		W
24	Disparaging attitude towards other young people; is critical and contemptuous.		Y
25	Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure.		Q
26	Sulks when disapproval is shown, when attention is withdrawn or when thwarted.		X
27	Shows fleeting interest and has limited concentration.		T
28	Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge.		Y
29	Possessive of personal objects and resists having them taken away.		S
30	Sullen, resentful, negative in general attitude and mood.		V
31	Can't tolerate even a slight imperfection in their work and is upset or angry if they can't put it right.		W
32	Feels persecuted; believes that others are against them, and complains at being got at and left out.		X
33	Restless and erratic behaviour that lacks direction.		T
34	Determinedly dominates or persecutes by bullying, intimidation or the use of force.		Y

Thank you

Appendix 8 – Compass risk assessment (For visualisation only - please use digital format)

Identification of Student Risk



Name of student		Point of assessment (tick one box)	Prior to admission	
Age			At induction	
Current School			At review meeting	
Name of persons completing or assisting with assessment			Following one serious incident	
			Following a series of incidents	

Type of behaviour causing concern (Select those known to have occurred) Hover over red triangle for more details	Risk Rating			Details of Risks and Control Measures	
	Hazard (H) 1-4	Probability (P) 1-4	Level of risk (H X P) 1-16	Triggers	Details including control measures to reduce risk
Self harm	4		0		
Bullying	2		0		
Swearing/abusive	2		0		
Sexually inappropriate	4		0		
Violent/aggressive	4		0		
Impulsive dangerous	4		0		
Substance/alcohol misuse	4		0		
Absconding absenting	4		0		
Damage to property	3		0		
Offending (e.g. stealing)	2		0		
Carrying/using weapons	4		0		
Discrimination towards others	2		0		
Other – specify			0		
Please use this space to highlight any other information which will help staff reduce risks.					

Signed		Date completed	
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Appendix 9 A summary of the governing board’s duties to review the headteacher’s exclusion decision

