



Approved by the Governing Body on: 28 February 2017

Review date Autumn 2023 – incorporating

Review date Autumn 2025 – or following new guidance

New guidance issued July 2026 – minor changes but no changes to policy

<https://www.gov.uk/government/publications/school-exclusion>

Reviewed September 2026 – no change

Review date Autumn 2028 - or following new guidance

ONGAR PLACE PRIMARY SCHOOL EXCLUSION and SUSPENSION POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

Purpose:

Suspension from school can be used as part of a behaviour plan. Exclusion from school is a sanction of last resort. This policy, in conjunction with DfE guidance, provides the basis for decisions to suspend and exclude pupils from school

Policy:

The aims of the policy are the following:

- To ensure that teaching and learning takes place in an orderly environment;
- To ensure that all students take responsibility for their own behaviour;
- To ensure that sanctions are used to address the behaviour, not to belittle the pupil.

Suspensions and exclusions will only take place in a considered manner, once all the relevant facts relating to a particular incident are known.

Suspensions or exclusions are given only:

- In response to serious breaches of the school's Policies: including persistent or escalating behaviour; and/or
- If allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school; and/or
- For any breach of Statutory or Common Law.

Suspensions and exclusions can only be given by the Headteacher, or if the Headteacher is absent, the Deputy Headteacher; who should make it clear that they are acting in the Head teacher's absence.

The guidelines, pro-forma letters and timescales laid down in the relevant DfE guidance and Surrey Guidelines must be followed. However, breach of the guidance will not, in itself, render any exclusion invalid.

If a child has been suspended re-admittance to school requires that a re-integration meeting takes place which will outline required future behaviour and the results of continuing to misbehave (Appendix 1). This meeting should involve parent(s). However, it is not appropriate that any external suspension be extended simply because parent(s) cannot or will not attend. (Reference to 'parents' means those with parental responsibility as defined by the Education Act)

Reporting:

An anonymised report of suspensions will be presented by the Headteacher or delegate to the Children and Learning Committee. A named governor (selected at the Business Meeting) will be the point of contact for the headteacher.

Appendix 1 Reintegration meeting after a fixed-term exclusion

‘Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour’

<https://www.gov.uk/government/publications/school-exclusion>

Pupil's name:		Year:	Circle any applicable details: LAC PLAC PP SEN EHCP CP CIN Other: _____	
Date of reintegration meeting: Adults in reintegration meeting:				
Date of suspension:		Date of return to school:		Total number of days suspended:
Reason for suspension (from exclusion letter):				
Child's view:				
Attendance this academic year (%):		Previous exclusions this academic year: days		
Area for development	Expectation	How will we achieve this?		Timescale/review date
Other actions agreed Restorative meeting ☐ Home /School Book ☐ Additional SEN support ☐ ☐ Individualised curriculum / timetable ☐ Details: Other (please specify): <i>Consider:</i> <i>Are there underlying factors (for example SEND, family issues or bullying) that have not been considered?</i> <i>Are there specific triggers (for example the time of day or specific lessons) affecting behaviour?</i> <i>Does the child have needs that are unmet?</i> <i>Are staff working with the pupil aware of any behavioural trigger points, relevant issues and the ways in which they should be managed?</i> <i>Is the use and effectiveness of any support and sanctions properly recorded and regularly reviewed?</i> <i>How is the pupil being supported to re-engage with their learning? (teaching may initially be based on their strengths and special interests.)</i>				
Pupil comments:		Parent/guardian's comments:		School's comments:
Signed (school)		Signed (parent)		
If the exclusion is permanent or takes the pupil's total school days of exclusion over five in a term or prevents them from taking a public examination or national curriculum test, you must inform the governing board and local authority of the duration of the exclusion, or that it is permanent, and the reasons for it. Does this apply now: Yes No				