



Our School Vision

Let Your Light Shine – Matthew 5:16

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness Forgiveness Courage Service

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| Policy Title: | Exclusions Policy |
| Date: | January 2026 |
| Review Date: | January 2029 |
| Reviewed by: | FGB |
| Approved by: | FGB |

A.OVERVIEW

It is the policy of Sissinghurst Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. Please see the 'Behaviour' and 'Anti-Bullying' policies for further information.

This policy is based on statutory guidance from the Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units (PRUs) in England, including pupil movement (Aug 24). It is based on the following legislation, which outline schools' powers to exclude pupils:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

B. PRINCIPLES

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school Exclusion Policy.

Suspensions / exclusions are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

All pupils will be made aware that verbal abuse, physical abuse and threatening behaviour which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school is not acceptable. This type of behaviour may result in fixed term or permanent exclusion.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions (suspensions) are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

C. TYPES OF EXCLUSION

A Fixed Term Exclusion – now referred to as a suspension - from the school can only be authorised by the Headteacher or Deputy Head teacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. The school regularly monitors the number of suspensions to ensure that no group of

students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

In the case of a Permanent Exclusion this can only be authorised by the Head teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head teacher of the school.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

D. WHEN IS EXCLUSION APPROPRIATE

Advice should be sought from Kent Inclusion and Attendance Adviser if a long-term or permanent exclusion is likely so that all alternatives to exclusion and further support can be explored.

A decision to exclude a pupil should only be taken: a. in response to a serious breach or serious breaches of the school's behaviour policy; and b. if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- a. Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- b. Allow the pupil to give their version of events
- c. Consider if the pupil has special educational needs (SEN)

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension. If the suspension exceeds 5 school days, the school is required to arrange full-time education from the sixth day (eg at a Pupil Referral Unit PRU). Parents can request this work to ensure continued learning.

A 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 the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

E. NOTIFICATION OF AN EXCLUSION

The headteacher (or person deputising in their absence) will immediately provide the following information, in writing, to the parents of an excluded pupil:

- a. The reason(s) for the exclusion
- b. The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- c. Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- d. Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting.

The headteacher will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

In the case of a Permanent Exclusion parents will be notified by the Head teacher in a face-to-face meeting. The Chair of Governors will be informed, and a copy of the letter to parents made available. The school administrator will record the nature and length of the exclusion on the schools MI system. The exclusion will be reported to the next Full Governing Body meeting.

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. We will follow DFE Exclusions guidance if this is considered to be an appropriate action.

F. STUDENTS RETURNING FROM A FIXED TERM EXCLUSION (SUSPENSION)

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

G. PERMANENT EXCLUSIONS

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Head teacher may decide to permanently exclude a pupil because of ongoing issues or even for an extremely serious 'one-off' incident.

In the case of a Permanent Exclusion, this can only be authorised by the Head teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head teacher of the school.

If your child has been permanently excluded, be aware that:

- a. The Head teacher will inform the parents of the decision in a face to face meeting. The parents will be informed of the decision and the reasons for it. The evidence leading up to the decision will be explained.
- b. A letter of confirmation will be sent on the same day by first-class post outlining the reasons for the decision, the procedures for appeal which are open to the parents
- c. The Chair of Governors and the Hearings & Appeals Governor will be informed, and a copy of the letter to parents made available
- d. The school's governing body is required to review the Head teacher's decision and you may meet with them to explain your views on the exclusion
- e. The school must provide full-time education up to the sixth day of a permanent exclusion

f. A special meeting of a delegated committee of the Governing Body will be called within fifteen working days of the date of exclusion, of which the parents will be notified, in order to consider the decision of the Head teacher.

H. APPEALS

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the School Governance Professional.

Governing board reinstatement meetings and Independent Review Panels (IRPs) can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in the DfE guidance.

I. EXCLUSIONS COMMITTEE

The Governing Body delegates authority to a committee of governors, of whom the Head teacher shall not be one.

The committee is delegated the authority, to consider:

- The report of the Head teacher in respect of the decision to exclude a pupil
- The representations of the parents of the pupil (if present) to question those involved, if appropriate
- To allow cross-questioning
- To decide either to endorse the decision of the Head teacher, or to direct the Head teacher to reinstate the pupil.

J. RELATIONSHIP TO OTHER POLICIES

The Exclusion Policy should be read in tandem with the Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equal Opportunities Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy which follow the DfE Behaviour in Schools (2024) guidance.