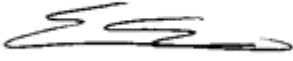




St. Helen's Catholic Primary School

IMPACT & CONSEQUENCES (EXCLUSIONS) POLICY

Policy Type	Required
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Date of last review	Autumn 2025
Next review	Autumn 2026
Approved by Governing Body and signed by Elsa Corr, Chair of Governors	
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POLICY FOR IMPACT & CONSEQUENCES (EXCLUSIONS)

Our Mission Statement

Respect yourself.

Respect everyone in our school community.

Respect everyone in our local community.

Respect everyone in our global community.

But most of all, respect God our Father in Heaven.

Aims of the Policy

This policy aims to

- Set out the school's rationale for its approach to planned consequences (suspensions and exclusions)
- Ensure that all pupils are and feel safe, happy and included
- Reinforce understanding that where the rights of others are seriously impacted by the choices and decisions of others that there will be a consequence
- Ensure that pupils and their families fully understand that St Helen's honours its catholicity and spirit of Christ's mission in its wholehearted commitment to inclusion and that unless we feel that we can no longer meet a child's needs, their time with us is permanent and highly unlikely to be terminated
- Ensure that pupils receive effective and ongoing support for their emotional regulation
- Ensure that pupils and their families fully understand that the school will explore every possible avenue to safeguard success for every pupil
- Provide clear procedures for managing planned consequences in a fair and transparent manner
- Ensure that all staff are aware of the procedures for implementing a planned consequence
- Ensure that any decision to implement a planned consequence is based on careful consideration of the circumstances
- Comply with all relevant laws and regulations regarding suspensions and exclusions

This policy is in line with the following legislation and guidelines:

- Suspensions and Permanent Exclusions from maintained schools and academies and pupil referral units in England and Wales 2012 (updated 2024)
- Education Act 2002 (Section 51A)
- The Education (Independent School Standards) Regulations 2014
- The Education (Pupil Exclusions) (England) Regulations 2003
- Equality Act 2010

This policy should be read in conjunction with the school's Learning About Me Policy, Rights & Responsibilities Policy, Use of Physical Intervention Policy, Child Protection Policy and Anti-Bullying Policy.

Definitions of planned consequences

- **Suspension:** A temporary removal of a student from school for a specified period.
- **Exclusion:** A formal removal of a student from the school, which may be permanent or for a fixed period.
- **Internal Suspension:** A temporary removal of a student from regular classes but with continued provision of work and supervision within the school environment.
- **Internal Therapeutic Suspension:** A temporary removal of a student from regular classes but with continued provision of work and supervision within the school environment and including restorative work and support for emotional regulation
- **Managed move** – when a student is transferred to another educational establishment permanently. All parties, including families and the admission authority for the new establishment, should consent before a managed move occurs.

At St Helen's, we believe in inclusion. Every decision we make regarding their education and personal development is with their needs in mind. Where pupils experience moments where they become overwhelmed, we apply a policy of "impact" and "consequences" which is outlined in detail in our Rights & Responsibilities Policy.

In extreme and rare cases, where we no longer feel our provision can meet a pupil's needs, we may consider permanent exclusion. This would be where the systems and approaches we have implemented in supporting the child have been ineffective and their safety and the safety of others is at significant risk.

Principles Underlying Suspension and Exclusion

Internal suspensions will be considered and may be used in the following situations:

- Violence or the threat of violence towards pupils or staff
- Serious damage to property
- Bringing prohibited items to school, such as weapons, illegal substances, or other dangerous objects

Suspensions from school premises will be considered and rarely used in the following situations:

- Serious or persistent disruptive actions that interfere with the learning of others or undermines the school's ethos, as outlined in the school's Rights & Responsibilities Policy
- Persistent breaches of the school's behavior policy despite interventions.

The school operates a zero-tolerance policy towards racist language and racially motivated actions. The headteacher will use their 'power to suspend' immediately in the event that a pupil is found to be using racially motivated language in any context. Pupils may be sent home and/or prohibited from attending school the day following the incident.

Consideration will be given to the pupil's age, understanding and experience when the length of the exclusion is determined.

Deciding on a planned consequence

Only the Headteacher can decide the nature of a planned consequence where there has been a serious breach of the Rights & Responsibilities Policy.

A decision around the nature of a planned consequence will only take place in response to such a breach.

Before deciding on the nature of a planned consequence, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the serious breach were provoked
- Ensure that all pupils involved have had the time to give their version of events

The Headteacher will consider the views of the pupils, in light of their understanding, before deciding on the nature of the planned consequence, unless it would not be appropriate to do so. Pupils who need support to express their views will have their views expressed through an advocate, such as their class teacher, a member of the inclusion team or family member.

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Where the consequence is an internal suspension, the Headteacher will inform the pupil's family by phone. Where the consequence is formal suspension which requires the pupil to remain at home for a specified period, a formal letter which outlines the legal responsibilities and next steps will be issued to families the same day.

Records of suspensions and exclusions are kept on file electronically, both on the school's CPOMS system, MIS system and on the safeguarding drive.

The Headteacher is required by law to report as soon as is practicable to the local authority on the Exclusions Portal, to the Assisi Catholic Trust and to the governing body once a term.

In the absence of the Headteacher

Where the Headteacher is not on the premises and an incident occurs that requires consideration of a planned consequence (suspension or exclusion), the Assistant Headteachers will contact the Headteacher by phone and await instructions.

The Headteacher will make the relevant telephone calls where possible and draft the letters. The Assistant Headteachers will then deliver/issue those letters to the family of the pupil involved.

Where the Headteacher is absent and unable to make the decision around a planned consequence, the Assistant Headteachers will contact the Headteacher of St Thomas More High School, who will be able to make that decision on behalf of the Headteacher.

Right to Appeal

Parents have a right to appeal the decision to suspend or exclude and details of this are contained in the letter that they will receive on the day of the suspension. An example of the letter is contained in

Safeguarding Considerations

In all cases of planned consequences, the welfare of the child will be a primary consideration. The school will take all necessary steps to ensure that any pupil facing exclusion is not at risk of harm and that their needs are appropriately met, including mental health and wellbeing support.

Monitoring & Review

This policy is monitored on an ongoing basis and is reviewed annually by the headteachers and DSL, and always in response to any new safeguarding requirements or concerns surrounding the wider cultural issues in the school.

Appendix 1

1. Model letter from head teacher notifying parent of a suspension of five days or fewer in one term, and where a public examination is not missed.

Note: The head teacher must notify the parents immediately of the decision to exclude, ideally by telephone. The telephone call should be followed by a letter within one school day.

The headteacher must also notify the child's social worker (if they have one) and where looked after, child's home local authority and the Virtual School immediately

Dear [Name of parent],

RE: Suspension [Pupil's Name] Date of Birth: [Pupil's DOB] Year Group: [Pupil's Year Group]

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

I realise that this will be upsetting for you and your family, but my decision to suspend [child's name] has not been taken lightly. [Name of pupil] has been suspended for this period because [detail reason/s for exclusion].

[For pupils of compulsory school age – delete as appropriate]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension [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. [Detail the arrangements for this.] Please ensure that work set by the school is completed and returned to us promptly for marking.

If you are unhappy about the decision, you have the right to make a written statement to the governing body. If you wish to do so, please contact [Clerk to GDC] on/at [contact details – address, phone number, email] as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. If you do not make representation, then the governing body are not required to consider the suspension.

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]

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>. Making a claim would not affect your right to make representations to the discipline committee. You also 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. There may be a charge for photocopying.

You may wish to contact Southend Local Authority's Inclusion Service for advice by emailing inclusion@southend.gov.uk or for pupils with Special Educational Needs the Southend SEND Information Advice and Support Service on iass@southend.gov.uk or 01702 215499

There are several other organisations who provide impartial advice for parents:

- School discipline and exclusions – Government guidance for parents

<https://www.gov.uk/school-discipline-exclusions/exclusions>

- Coram Children's Legal Centre www.childrenslegalcentre.com or call 0300 330 5485.

Monday – Friday between 8am to 6pm. Calls cost the same as calling a standard landline number - even from a mobile.

- ACE Education www.ace-ed.org.uk or call 03000 115 142. Monday to Wednesday from 10 am to 1 pm during term time. Calls cost the same as calling a standard landline number - even from a mobile.

- Council for disabled children www.councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about

- The National Autistic Society [NAS] School Exclusion Service [England] 0808 800 4002

or complete their online enquiry form at <https://www.autism.org.uk/what-we-do/help-and-support/school-exclusion-service>

- Independent Parental Special Education Advice www.ipsea.org.uk

[Name of pupil]'s suspension ends on [date] and we expect [name of pupil] to be back in school on [date] at [time]. A reintegration meeting will take place at this time to discuss the support needed for [name] to return to school successfully.

If you do not attend the meeting, your child is still expected to attend school from this date. However, for [name]'s return to school to be as successful as possible, it is highly recommended for you to attend.

Yours sincerely,

[Name]

Head Teacher