



Suspensions and Alternatives to Suspensions Policy

Article 19: You should not be harmed and should be looked after and kept safe.

Article 28: You have the right to learn and go to school.

Article 3: You are a priority when decisions are been made about you.

Article 12: You have the right to what you think should happen and be listened to.

Star Primary school follows the Newham Borough Policy regarding Exclusion and Alternatives to exclusion policy.

Star Primary School is a **rights respecting** school and children's rights underpin all we do and the dignity of our children must be respected in regards to suspensions.

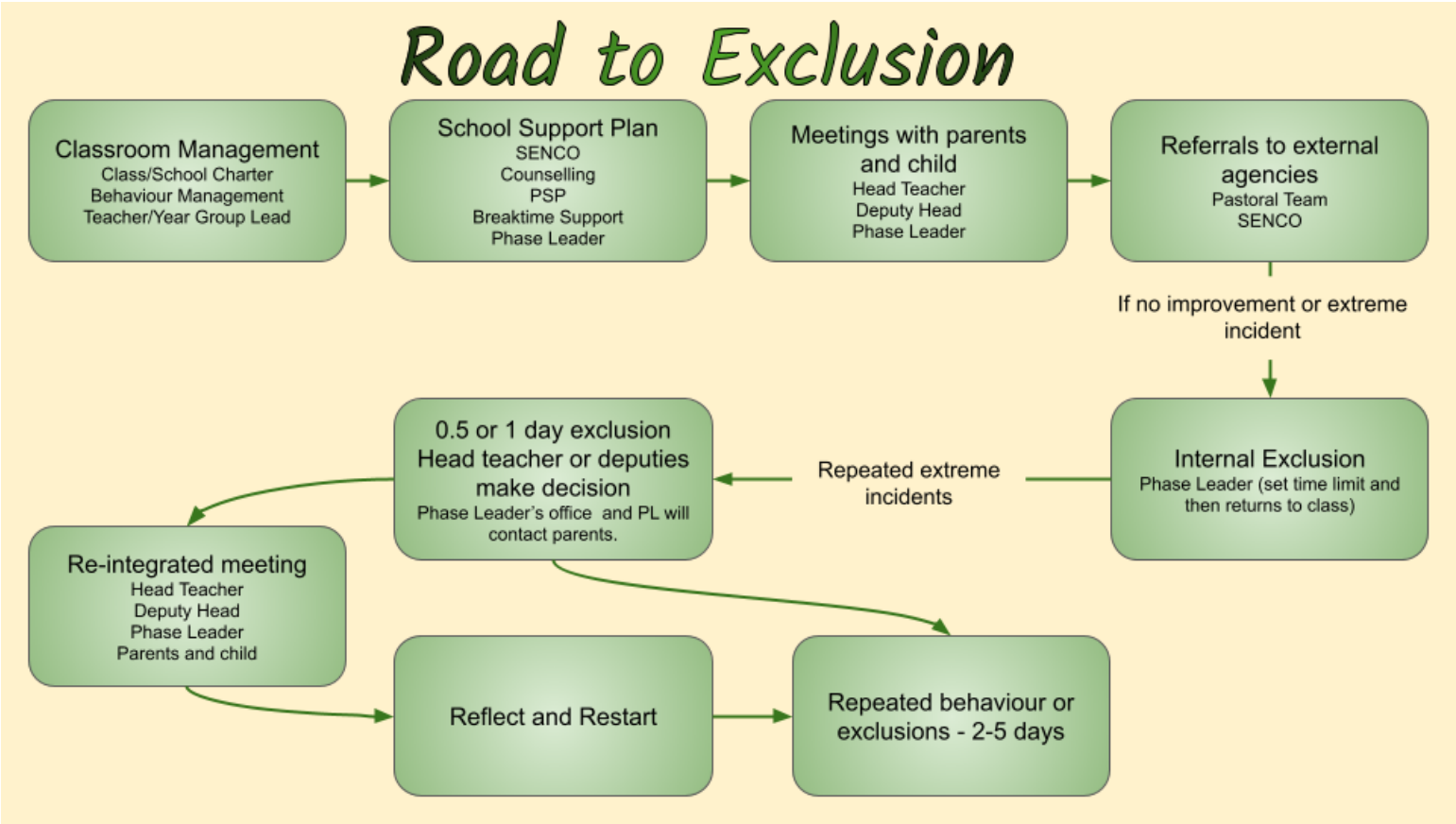
Introduction:

This policy must be read in conjunction with the Behaviour and Safeguarding Policies.

At Star Primary we believe a suspension is a last resort and must only be used in

- Cases of extreme Behaviour
- Where the child is no longer safe or is a danger to other children.

We have a number of strategies that need to be followed before a child is suspended.



- We ensure that the behaviour in the school is managed in such a way that there are very few incidents of extreme behaviour, we use Zones of Regulation regularly throughout the day to ensure pupils behaviour is both self managed and an adult is aware of a child's emotional state.
- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using

suspension as a sanction where it is warranted. However, permanent suspension should only be used as a last resort, 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 in the school.

- The decision to suspend a pupil must be lawful, reasonable and fair.
- Whilst an suspension may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying .

The Process for suspension:

- Only the head teacher can make the decision to exclude a pupil on disciplinary grounds (Appendix 1).
- When establishing the facts in relation to a suspension the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' rather than the criminal standard of 'beyond reasonable doubt' .
- Under the Equality Act 2010, 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 policies and practices and the provision of auxiliary aids.
- The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice .
- If a pupil is Looked After or has additional needs is under threat of exclusion, it is highly recommended that an emergency interim review is held. All relevant professionals (including a representative of the Newham Virtual School for Looked After Children) need to attend this review and consideration should be made for additional support or for an alternative placement.
- 'Informal' or 'unofficial' suspensions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a pupil, even for short periods of time, must be formally recorded.
- When the head teacher suspends a pupil, they must without delay let parents know the type of suspension and the reason(s) for it. They must also, without delay, provide parents with the following information in writing: The reason(s) for the exclusion; The length of the exclusion; The parents' right to make representations, how they should go about doing this and how the pupil can be involved; When relevant, what alternative provision will be provided from the sixth day of a fixed period suspension.

Permanent Suspensions

- For permanent exclusions, the head teacher must notify the Local Authority without delay using the Permanent Exclusion Reporting Form (Appendix 1). The Permanent Exclusion Reporting Form is available on Newham Connect or by contacting the Exclusions and Reintegration Officer.

- When recording an exclusion, three reasons may be given. If more than one reason is given, the reasons are not ordered in priority or by severity and they are not weighted.
- The Permanent suspension Reporting Form includes a current risk assessment for the pupil and their behaviour. If the suspension involves sexualised behaviour, an AIM Assessment (assessment, Intervention and moving on) must be completed prior to placement at alternative provision.
- The Local Authority has the statutory duty to arrange suitable full-time education for the pupil to begin no later than the sixth school day of the permanent suspension.
- If the permanently suspended pupil lives in another borough, the pupil's 'home' authority takes the responsibility of providing full-time education. The Exclusions and Reintegration Officer should be included in any correspondence with the pupil's 'home' authority concerning the exclusion and alternative provision.
- If the permanently excluded pupil is a Looked After Child, the Virtual School and the Local Authority should work together to arrange alternative provision from the first day of an exclusion.
- Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school should set and mark work for the pupil. Work that is provided should be accessible and achievable by the pupil outside school using the google drive where possible.
- Within fifteen school days of a permanent exclusion, the school's governing board must hold a meeting to review the decision to exclude. The parent/carer must be invited to this meeting. For maintained schools, a Local Authority Representative will be present at this meeting.
- In most cases, the primary task of the governing board is to consider whether to reinstate the pupil.
- If the governing board declines to reinstate the pupil, the parent/carer has the right to ask for the decision to be reviewed by an Independent Review Panel (IRP).
- If no review request is made by the parent/carer, the pupil is removed from the school roll after the final date a request could be made. This date is fifteen school days after the governors' decision was made. The Exclusions and Reintegration Officer will notify the school as to whether a review has been requested or not.
- If a review request is made, the pupil must stay on the school roll until the process is complete.
- Once per term, the school should update the Local Authority on any exclusions that the Local Authority has not already been made aware of. For fixed-term exclusions, this can be done through Newham Pupil Service's Data Sharing Agreement (DSA). Information provided must include the reason for the exclusion (refer to Department for Education's School Census Guide) and the length of time.

Alternatives to permanent suspensions

Managed Moves

- Managed moves are to be considered as a viable alternative to permanent exclusion for pupils who would benefit from a 'fresh start'. This will maximise their chances of educational engagement and achievement
- Every pupil deserves another chance. Any pupil at risk of permanent exclusion should be considered for a managed move.
- Managed moves should only take place where it is in the best interests of the pupil concerned.
- Managed moves between schools can be arranged by the Local Authority. The school presentation is made at the Pupil Placement Panel.
- Managed moves should only take place with the full knowledge and co-operation of all parties, including parents, schools and the Local Authority.
- A managed move could be for a range of reasons, for example, a one off serious incident, a breakdown of relationship with peers or a breakdown between school and family. It can be used for persistent disruptive behaviour if the school can prove that they have exhausted all strategies and addressed any underlying causes. A managed move should only be considered if the head teacher believes that the pupil is most likely to be able to reintegrate successfully to a new school
- A managed move should not be seen as a punishment but an opportunity for a fresh start in a new environment.
- The following pupils will not normally be considered for a managed move between mainstream schools:
 - Pupils in year 6
 - Pupils who have already had a managed move
 - Pupils undergoing statutory assessment, Pupils with High Needs Funding (HNF) , An EHCP or where placement in a specialist school is being considered.

The Process for a managed Move

- The head teacher should review the pupil's school record and decide from the evidence available whether the pupil would be successful in a new school and leave any 'issues' behind them.
- If support is needed in making the decision, the Local Authority is available to discuss the case.
- At this stage, a professionals' meeting could be held to fully share background information with all services involved with the pupil and/or their family and to agree if a managed move is the most appropriate way forward.
- The school should make the process of a managed move clear to parents/carers so that they can make an informed decision. An information leaflet for parents is available on Newham Connect or from the Exclusions and Reintegration Officer.
- The school should make parents/carers aware that they will be responsible for any new travel arrangements, uniform requirements and any associated costs.

- The head teacher should complete all sections of the Managed Move Referral Form (Appendix 2) including the parental preferences. The form must be signed by the parent/carer and the head teacher.
- The complete Managed Move Referral Form must be sent to the Local Authority when parental agreement has been received.
- Using the Managed Move Referral Form, the Local Authority and/or school will approach a potential new school. Consideration should be made for: parental preference; proximity to home; the pupil's needs; other recent managed moves between schools.
- A pupil who is a resident of Newham but being educated at a school out of borough, could be considered for a managed move to a Newham school. It is the decision of the Newham school's head teacher whether they accept the managed move. A managed move to a Newham school from out of borough must follow the Newham protocol.
- .During the time of deliberation, the home school must continue to provide suitable education for the pupil.
- Any mainstream school can be approached to consider a managed move. With all the information available, the potential new school should decide whether that pupil will have a successful fresh start at their school.
- Potential new schools that are approached should be told which other schools have been asked to consider the allocation. Responses will be recorded and monitored by the Local Authority.
- It is best practice for a school to respond to the initial approach within three school days. From this response, any further information can be shared for a final decision to be made or another school can be approached.
- The agreed new school must arrange an admissions meeting with the pupil, their parents/carers and a member of staff from the home school. In best practice, this admissions meeting should be held within five days of the date the move was agreed by the chosen school.
- A managed move will not be successful if any of the parties disagree to the proposed school. Therefore, the parent/carer's preferences should be considered as a priority. If these are not viable, the parents/carers should be spoken to about the options available. The case can be referred to the Local Authority for support in contacting the parents/carers.
- There is a six week trial period. In exceptional circumstances, this can be extended with agreement from all parties. This may be, for example, when schools have been closed due to Covid-19 regulations. It is recommended that a trial placement should not exceed twelve weeks.
- During the trial period, fortnightly reviews should be held by the new school with the parent/carer.
- During the trial period, the pupil remains on the home school's roll and is marked in the register as a Code D (dual rolled)
- The new school will code the pupil's attendance in accordance with the national codes in the Department for Education guidance.
- When it has been agreed by all parties that the move has been a success, the pupil can be removed from the roll of the home school and be single registered on the new school's roll.

- If at any point during the trial period an issue arises that could cause the placement to breakdown, an urgent meeting needs to be held with all relevant professionals. A school does not need to wait for the next review meeting to express concern.
- The trial can be terminated by agreement at any of the reviews. If the managed move trial is unsuccessful, this needs to be acknowledged in a 'no-blame' culture.
- If the managed move is deemed unsuccessful, the pupil's home school must either take the pupil back or consider other alternatives.
- Where new information becomes available which would render a decision inappropriate, for example a risk is identified, the case will be referred to the Local Authority and/or PPP for discussion.

Monitoring and Reviewing of a managed move

- The Local Authority must be made aware of all managed moves between schools.
- A 'Starters and Leavers' database will record the total number of managed moves between schools. The database will include the number of managed moves for the current and previous academic year. This database will be circulated to all schools prior to PPP.
- All managed moves will be reported at PPP and will be reviewed at each monthly PPP meeting. The Local Authority will monitor and record the success of each Managed Move.
- Schools are accountable to each other and to their relevant constituent groups e.g. NASH and NAPH.

Direction Off Site

The headteacher has the right to direct a pupil Off-site to improve their behaviour.

Process:

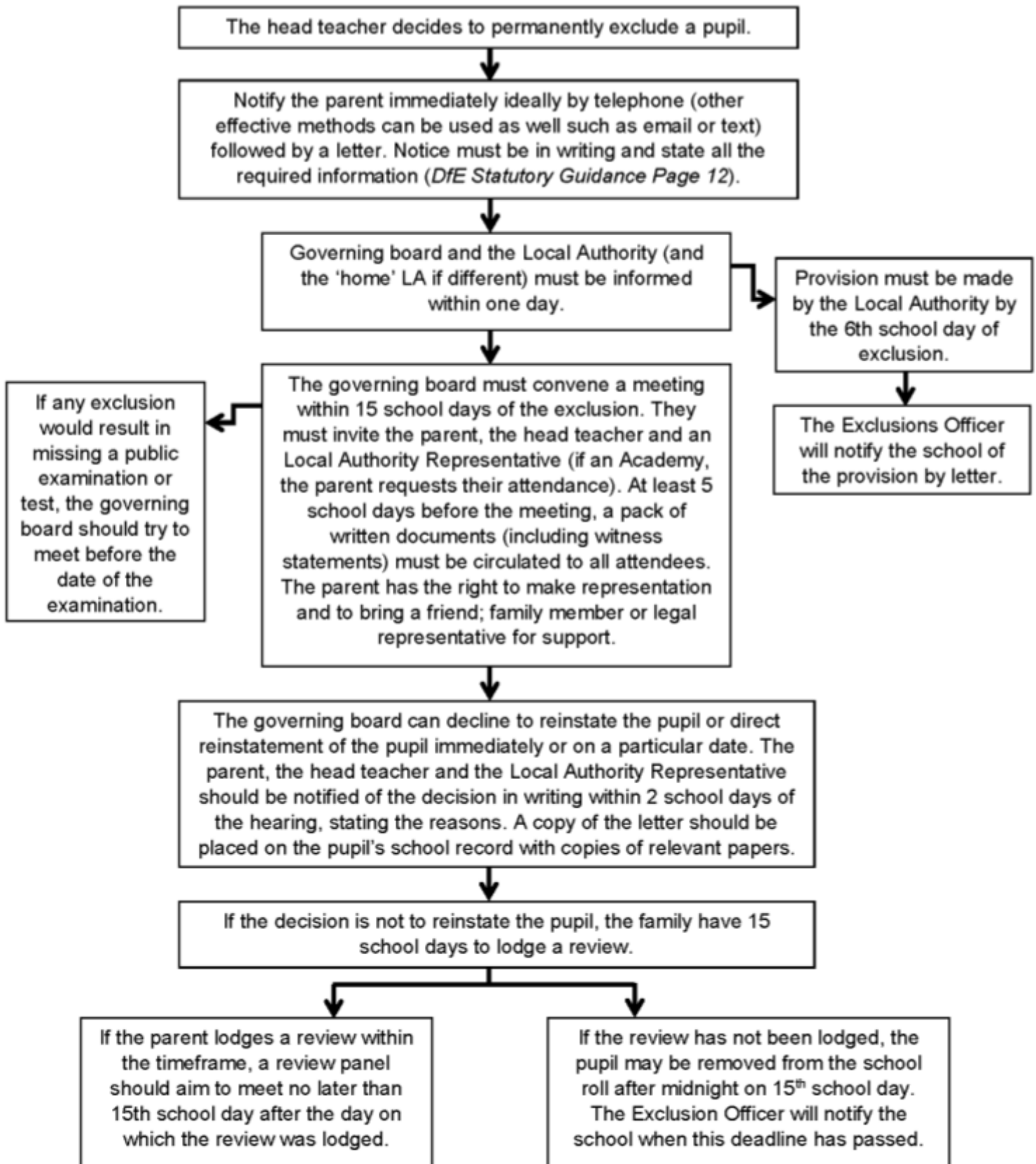
- It is the schools responsibility to contact the alternative provision directly to make arrangements for the pupil to be directed off site.
- The school will be financially responsible for the directed placement.
- Where possible, parents/carers should be engaged in the decision taken by the school to direct a pupil off-site
- . The parent/carer should be given clear information about the placement: why, when, where and how it will be reviewed.
- The school and the alternative provision must meet at the start of the placement to agree objectives, timeframes and arrangements for reviews.
- Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it
- If a child at the alternative provision suffers from poor attendance, the school and the alternative provision will agree on who takes responsibility for the day-to-day monitoring of absence, and then who is responsible for interventions should the child's attendance continue to be unsatisfactory.
- The focus should remain on ensuring that a child continues to receive a good education on par with their mainstream peers whilst the needs which require

intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment

- Pupil's should be dual registered from the beginning of the first day at the commissioned alternative provision. For the purpose of the school census, a pupil 23 Department for Education Alternative Provision: Statutory guidance for local authorities January 2013
- Pupils should be dual main registered at their school and dual subsidiary registered at the alternative provision.
- The placement can be terminated at anytime by the school, Local Authority and alternative provision. However, as far as possible, the pupil's education should not be disrupted.
- It is expected that pupils will normally return to their school.
- Throughout the placement, pupils should be encouraged to continue to feel part of the school.
- Schools should have processes in place to support and successfully reintegrate the pupil at the end of the placement.
- This reintegration plan could include other services (e.g. Social Care, Families First, Headstart).
- The school should obtain from the alternative provision a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The pupil's views on the success of the placement should also be sought
- Advice and guidance to support an effective reintegration into the named school will be provided by staff from the alternative provision the pupil attended.
- A staff member from the pupil's alternative provision should be invited to the admissions meeting and any relevant professionals meetings.
- Once the necessary reviews have taken place, in some circumstances, the pupil may be placed on a six week trial placement at their named school. During this trial, the pupil will remain dual registered at the alternative provision. If during this trial placement issues of negative behaviour arise, the school should contact the alternative provision immediately to provide advice and support. If the trial period is a success, the pupil will become single registered at the school.

Appendix 1

Permanent Exclusion Process



Managed Move Referral Form 2021/2022

Instructions

- Please ensure you have read the Newham's *Exclusions and Alternatives to Exclusion: Information for Schools* (November 2021).
- This form **must** be fully completed and signed by the head teacher or acting head teacher.
- The form **must** be signed by the parent/carer. If the form is not signed, it will not be considered.
- Additional paperwork can also be provided with the form in relation to the managed move.
- Please provide every detail as requested on this form. If a request has no relation to the managed move, please state '**non-applicable**' or '**no**'.
- Once the form is fully completed, please send via USO to *sbugeya2.316* or send via secure email to exclusions@newham.gov.uk
- If the Local Authority is not arranging the managed move, please use this form to share information with the potential school so they are able to make an informed decision about the allocation of this pupil.
- The Local Authority **must** be made aware of **all** managed moves.

Initial Criteria for a Managed Move

Is the pupil ready for a fresh start in a new school?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Do the parents/carers agree to a fresh start in a new school?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Has the pupil already had a managed move? If yes, please provide details:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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Section 1 - Pupil Details

First Name	
Last Name	
Date of Birth	
Year Group	
Gender	

Address	
Postcode	

Current School	
Previous Schools	

Name of Parents/Carers	
Relationship to Pupil e.g. mother, father	

Home Telephone Number	
Mobile Telephone Number	

Ethnic Background	
Home Religion	
Family Home Language	

Date on Roll	
UPN or ULN	
Attendance Up Date	

Has the pupil been referred to Children's Triage?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Date:	
	Outcome:	
Has the pupil been referred to Multi-agency Child Exploitation (MACE) or Prevention of Child Exploitation Harm Hub (PCEHH)?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Date:	
	Outcome:	
Has the school received a Police Merlin about the pupil and/or their family?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Date:	
	Theme:	

Is the pupil on a Child Protection or Child in Need Plan?	YES <input type="checkbox"/> Social Worker:	NO <input type="checkbox"/>
Does your school receive pupil premium for the pupil?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is the pupil currently eligible for Free School Meals?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is the pupil from a Gypsy, Roma, Traveller, Refugee or Asylum Seeker Family?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is the pupil in the care of the Local Authority (pupil in public care)?	YES <input type="checkbox"/> LA Responsible: Social Worker:	NO <input type="checkbox"/>
Is the pupil on a Pastoral Support Plan (PSP)?	YES <input type="checkbox"/> Date:	NO <input type="checkbox"/>
Does the pupil have an EHCP?	YES <input type="checkbox"/> Date of Emergency Review: Outcome:	NO <input type="checkbox"/>
Is the pupil under assessment for an EHCP?	YES <input type="checkbox"/> Date submitted to the SEN Service:	NO <input type="checkbox"/>
Is the pupil on the SEN Code of Practice?	YES <input type="checkbox"/> Stage: Reason:	NO <input type="checkbox"/>

Does the pupil have a long term medical condition?	Yes <input type="checkbox"/>	NO <input type="checkbox"/>
	Condition:	
Does the pupil have a physical disability?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	Details:	

Education Attainment

<u>Assessments</u>	<u>English</u>	<u>Maths</u>	<u>Science</u>
KS1 Test Results			
KS2 Test Results			
KS3 Test Results			
Current Levels/ Predicted Grades			

Teacher Assessments

<u>Strengths Core and Non Core Subjects</u>	<u>Weaknesses Core and Non Core Subjects</u>

Pupil Information Key Stage 4

Key Stage 4 Programme					
Subjects	Examination Boards Specifications/Levels	Current Levels	Predicted Grade	Coursework Completed	Coursework Outstanding
Name of Diploma Course:		Centres attended & contact details:			Can pupil continue on course? Yes/No
Other Vocational Courses:		Centres attended & contact details:			Can pupil continue on course? Yes/No
Post 16 Progression Route:					

In School Additional Support

e.g. Learning Support, Behaviour Support, Mentoring, Social Skills Group, Anger Management, Circle of Friends

Support	Date	Reason for Support	Outcome	Report Attached
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

External Additional Support

e.g. Social Services, Youth Offending Team, Behaviour Support, Police, Families First, Educational Psychologist, CAHMS etc:

Agency	Date	Reason for Referral	Outcome	Report Attached
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

Section 2 – Reasons for Managed Move

Please explain the reason(s) for the managed move.

Please be as detailed as possible. For example: If the reason includes an illegal drug, please specify the drug. If the reason includes a weapon, please specify the weapon and how it was used.

Key issues

Is this a one off incident?	YES / NO
<i>If no, please provide the dates and main reasons of previous incidents to be considered:</i>	
Does the pupil already have a permanent exclusion record?	YES / NO
<i>If yes, please provide the date, name of excluding school and main reason for the permanent exclusion:</i>	
Has the pupil previously been managed moved?	YES / NO
<i>If yes, please provide the date, name of the previous school, the reason for the move and the reason it failed:</i>	

<p>If the reason for the managed move was a criminal offence, was the incident reported to the police?</p> <p><i>If so when, by whom, incident number and what the outcome was e.g. arrested, verbal warning, no investigation:</i></p>	<p>YES / NO</p>
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If the reason for the managed move was sexualised behaviour or if this is a concern, an AIM assessment must be completed. What are the outcomes on the relevant AIM checklist? *Please consult your Safeguarding Lead for guidance on completing the AIM checklist. It should only be completed by a trained member of staff.*

Please provide any other information that may clarify the managed move or aid professionals in suggesting an alternative school *e.g. gang post code issues:*

<p>How many internal exclusions has the pupil received since starting your school?</p>	<p>Total number:</p>
<p>How many fixed term exclusions has the pupil received since starting your school?</p>	<p>Total number:</p>

Have other alternatives to managed move been used before for the pupil in response to a breach of your school's behaviour policy? *For example: restorative justice, mediation, detentions, behaviour report, directed placement to an alternative provision etc.*

Risk Assessment

The following tables are designed to quantify the risk and operated like a times table grid, balancing the potential severity of an incident with the likelihood of it occurring. Mark on the table where the pupil would be at each different time of day.

Below is an example of the level of detail that should be included.

Example: During Lessons

		Severity		
		Low	Medium	High
Likelihood	Low	Low ☒	Low ☐	Medium ☐
	Medium	Low ☐	Medium ☐	Medium ☐
	High	Medium ☐	Medium ☐	High ☐

----EXAM PLE ----	What is the risk?	If J is bored in lessons, his behaviour deteriorates and can lash out and distract those nearby
	Who is at risk?	Pupils in the vicinity and any adult that tries to intervene

	What reduces the chances of this happening or de-escalates the situation?	<ul style="list-style-type: none"> · Position J at the front of the class · Provide a stress ball when needing to listen · Provide differentiated resources to support his speech and language needs · Adults to approach from the side and speak in a calm, low voice.
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During Lessons

Risk

Severity

		Low	Medium	High
Likelihood	Low	Low ☐	Low ☐	Medium ☐
	Medium	Low ☐	Medium ☐	Medium ☐
	High	Medium ☐	Medium ☐	High ☐

What is the risk?	
Who is at risk?	

What reduces the chances of this happening or de-escalates the situation?	
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Transition between Lessons

Risk

Severity

		Low	Medium	High
Likelihood	Low	Low ☐	Low ☐	Medium ☐
	Medium	Low ☐	Medium ☐	Medium ☐
	High	Medium ☐	Medium ☐	High ☐

What is the risk?	
Who is at risk?	
What reduces the chances of this happening or de-escalates the situation?	

Break, Lunch, Free Time

		Severity		
		Low	Medium	High
Likelihood	Low	Low ☐	Low ☐	Medium ☐
	Medium	Low ☐	Medium ☐	Medium ☐
	High	Medium ☐	Medium ☐	High ☐

What is the risk?	
Who is at risk?	
What reduces the chances of this happening or de-escalates the situation?	

Out of school (including travelling to and from school)

Risk

Severity

		Low	Medium	High
Likelihood	Low	Low <input type="checkbox"/>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>
	Medium	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	Medium <input type="checkbox"/>
	High	Medium <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>

What is the risk?	
Who is at risk?	
What reduces the chances of this happening or de-escalates the situation?	

Review of Risk Assessment

What has been effective and have the risks changed? Does the plan need changing?

Additional Information to be included with the Reporting Form

Please indicate if included

<u>Documents</u>	<u>Tick</u>
Education Psychologist Report (EP)	
Last School Report	
Details of Code of Practice (SEN)	
Attendance (Last Two Terms)	
Pastoral Support Plan (PSP)	
Individual Education Plan (IEP)	
Behaviour Log Sheet	
Other	

Section 3 – Parental Agreement for Managed Move

No referral will be considered unless the form has been signed by the parents/carers and that they fully understand the process.

Statement from parents/carers explaining their reasons for agreeing to a managed move:

Parent / Carer Name:

Date:

Signature:

Section 4 – Parental Preference

The school will need to contact the parents/carers to find out their preferred choices.

<u>School Preferences</u>	First name, surname and date of birth of any sibling already attending the school	Reasons for Preferences * (Optional)
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Preference 1		
Preference 2		
Preference 3		

* Parents do not have to supply a reason but we would recommend they do so. These might include religious, philosophical or any other reasons.

Every effort will be made to take the parental preferences into account when making an approach to another school, however, there can be no guarantee that this will be the named school.

Section 5 – The Form

Has every section of this form been completed?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
Who has completed this form?	Name: Position: Signature: Date:		

Name of Head Teacher/Principal or Acting Head Teacher/Principal: Signature: Date:
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