



Shawlands Primary School Policy

**FIXED-TERM EXCLUSION AND EXCLUSION POLICY
REVIEWED ANNUALLY**

**Reviewed by C Pease
September 2025**

A. ETHOS AND RATIONALE

For the vast majority of pupils, fixed-term exclusions and permanent exclusions will not be necessary, as other strategies can manage behaviour. However, where other behaviour management approaches have been exhausted, then fixed-term exclusions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in a safe, calm and supportive environment.

Parents/carers should be aware that Shawlands Primary school is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. It follows that the school has a duty to ensure the safety of both staff and pupils where this is threatened by unacceptable behaviour. This policy is specifically on school fixed-term exclusion and permanent exclusion but it should be read in conjunction with the Behaviour Policy.

B. MEASURES TO PREVENT SCHOOL FIXED-TERM EXCLUSION OR EXCLUSION:

School fixed-term exclusion or permanent exclusion are used only sparingly as a last resort and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership and responsibility for one's own behaviour.

Where a child's behaviour is giving rise to serious concerns, either because it might threaten the safety of themselves or others or because it is creating an unacceptable level of disruption in school, we will aim to adapted provision or, in extreme circumstances, use reduced provision timetables where possible to support the child in question. We may also use a lunchtime exclusion/fixed-term exclusion system where a child's issues are confined to the lunch period and no improvement is seen over time despite significant support.

Where a child with SEND is at risk of fixed-term exclusion or permanent exclusion, this will be discussed with the parents/carers, the SENDCO and any relevant specialists to consider what support arrangements are in place or may be needed. Where the child has an EHCP, an early annual review may be called to discuss possible strategies and alternatives.

Where a child has a social worker, the headteacher will consider the balance of the needs of the child to be in the safe environment of school against the needs of the other pupils and staff to work in a safe, calm environment.

Where a looked-after child is at risk of fixed-term exclusion or permanent exclusion, the designated teacher should work with the Virtual School Head (VSH) to discuss what additional assessment and support may be needed. The child's Personal Education Plan should be regularly updated to ensure the VSH is kept up to date.

Shawlands school strives to avoid school fixed-term exclusions and permanent exclusions. These take place only for very serious incidents or when all other strategies and external advice have been tried and have failed over time.

We are aware that when school fixed-term exclusion or permanent exclusion are used it can be very damaging to a student's self-esteem and diminish the sense of belonging to our community. We will communicate our concerns with parents/carers throughout and meet to discuss any concerns around the situation in school.

C. THE SCHOOL FIXED-TERM EXCLUSION AND PERMANENT EXCLUSION PROCESS.

The school will use its powers to suspend or exclude a pupil when it feels that it is the appropriate course of action when referring to the latest DfE guidance available. See here: <https://www.gov.uk/government/publications/school-exclusion>

FIXED-TERM EXCLUSION:

A fixed-term exclusion is a fixed period of removal (exclusion) from school, in line with the school's behaviour policy. One or more fixed-term exclusions can be given through a single academic year, up to a maximum of 45 days.

During a fixed-term exclusion, work will still be set and marked for pupils for the first five days of each exclusion. This may include utilising online resources such as Oak National Academy, Mathletics etc.

All duties related to SEND remain in force during a fixed-term exclusion.

Fixed-term exclusions may be given for part of the school day, for example lunchtimes. These must be counted as half-days, and the duty to notify stakeholders remains in place.

Further fixed-term fixed-term exclusions can be issued to begin immediately after the first period ends, in the light of further information coming to light.

School fixed-term exclusions may be used when other strategies and sanctions have not been effective or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, bullying (including racist, homophobic or ableist abuse) and frequent high-level disruption to lessons come within this category, though this list is not exhaustive).

If the Headteacher cancels the fixed-term exclusion, the parents/carers, LA, governing body and, where appropriate the pupil's social worker or VSH must be notified.

The number of any fixed-term exclusions (and any cancelled fixed-term exclusions) will be reported to governors once per term.

EXCLUSION:

The decision to permanently exclude a pupil (where a pupil is no longer allowed to attend the school), can only be taken in response to a serious breach, or persistent breaches, of the schools' 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 pupils or staff in school.

The decision to suspend or exclude should be made after taking into consideration the statements and views of members of staff who are working most closely with a child, and decision made in line with the principles of 'balance of probabilities'. The views of the child should also be taken in account, along with any other contributing factors.

When the decision to suspend or permanently exclude a pupil is made, the pupil's parents/carers will be notified by phone call without delay. Where the pupil has a social worker, they

will also be notified without delay. Where the pupil is looked-after, the Virtual School's Head (VSH) will also be notified without delay.

If the Headteacher cancels an exclusion, before it has been reviewed by governors, the parents/carers, LA, governing body and, where appropriate the pupil's social worker or VSH must be notified. Parents/carers will be offered a chance to meet with the headteacher to discuss the circumstances which led to the exclusion being cancelled.

The number of any cancelled exclusions will be reported to governors once per term.

D. REINTEGRATION AFTER A FIXED-TERM EXCLUSION:

Before or at the beginning of a child's return to school following a fixed-term exclusion, there should be a clear strategy in place to ensure the child has a fresh start, understands the impact of their behaviour on themselves and others, fosters a sense of belonging in school, build engagement with learning and offers support in meeting the expectations of the school.

Possible support measures may include regular checks from a designated member of the pastoral team, a report-card with personalised targets and rewards, mentoring and regular reviews to praise progress and address concerns with the pupil and their parents/carers.

Where possible, this meeting will include the child's parents/carers, but if this is not possible it will not prevent the return of the child to school.

E. RESPONSIBILITIES

The Headteacher may delegate some responsibility (in his absence) to the Deputy Head for school fixed-term exclusions. The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and Barnsley Metropolitan Borough Council's Exclusions Officer.

Copies of the Exclusion Letter and Declaration will be sent to the child's parents/carers within 24 hours, or as soon as practicably possible, of a fixed-term exclusion. Where appropriate copies will also be sent to Social Workers and/or the VSH and the LA of the child if they do not reside in the LA of the school they attend.

The parents/carers will be informed in writing of:

- The reasons for the fixed-term exclusion or permanent exclusion;
- The period of exclusion (or the fact it is permanent) and their duty to ensure their child is not present in a public place during school hours;
- The parent/carer/s' right to make representation to the governing body;
- How such representations can be made; and
- Where there is a legal requirement for the governing body to consider a fixed-term exclusion or permanent exclusion, their right to attend and to bring a friend.

The governing body as a duty to consider parent/carer's representations about a fixed-term exclusion or exclusion (this may be delegated to a sub-committee of at least three governors). The governors will meet to decide within 50 school days in cases where the child has been suspended for more than 5 but less than 16 school days.

For representations made regarding fixed-term exclusions of less than 5 days in a term, the governing body must consider the representations made, but there is no deadline for meeting with parents/carers (though it will be within a reasonable amount of time).

In the event of a permanent exclusion, or where a fixed-term exclusion would result in the child being suspended for more than 15 days in a term, or where a fixed-term exclusion would result in the child missing a national curriculum test, then the headteacher must inform the governing body without delay. In these cases the governing body would meet and decide within 15 school days.

The school's governing body should review fixed-term exclusions and permanent exclusions regularly, challenging and evaluating the data.

From the sixth day of a fixed-term exclusion during a single term (whether in a single block or the result of an accumulation of days), the governing body must arrange a suitable full-time education (eg Alternative Provision).

If a child is permanently excluded, the LA must arrange a suitable full-time education from the sixth day after the exclusion took place.

If parents/carers do not feel that the correct fixed-term exclusion or exclusions procedures have been followed, they will be encouraged to follow the school's complaints policy.

Approved (FGB): September 2025 Next Review: September 2026

APPENDIX A – SOURCES OF FREE AND IMPARTIAL INFORMATION

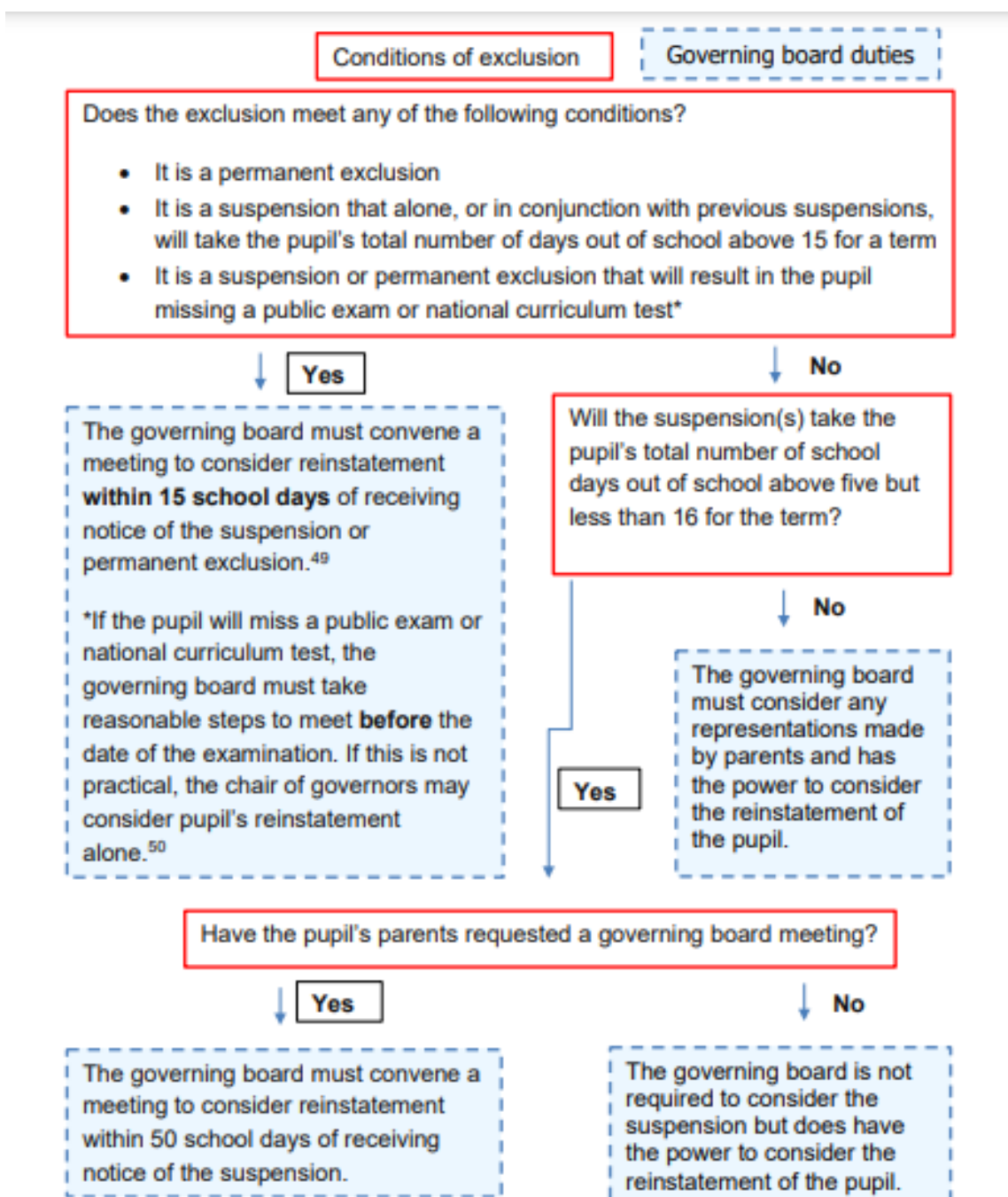
Coram's Child Law Advice service 0300 330 5485 from Monday to Friday, 8am – 6pm:
<https://childlawadvice.org.uk/information-pages/school-exclusion>

ACE education 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time.
<http://www.ace-ed.org.uk>

Independent Provider of Special Education Advice (known as IPSEA)
www.ipsea.org.uk

SEN Information Advice & Support Services Network (formerly known as the local parent partnership)

APPENDIX B: GOVERNING BODY'S DUTIES TO REVIEW AN EXCLUSION DECISION:



Full details of the duties and process for the review of a decision to exclude can be found in the DFE guidance: <https://www.gov.uk/government/publications/school-exclusion>

APPENDIX C: FURTHER INFORMATION.

Guidance	Link
Behaviour in Schools	Behaviour in Schools
Governance handbook and competency framework	Governance Handbook
Alternative Provision	Alternative Provision: Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision Education for children with health needs who cannot attend school
Mental health in schools	Mental health and behaviour in schools
Children with Special Educational Needs and Disabilities	SEND Code of Practice: 0 to 25 years Children with special educational needs and disabilities (SEND): Overview
Departmental Advice on attendance	School attendance guidance
Departmental Advice on safeguarding and child protection	Keeping children safe in education Children Missing Education Working Together to Safeguard Children
Departmental Advice on Promoting the education of looked-after and previously looked-after children	Promoting the welfare of looked-after and previously looked-after children Adverse Childhood Experiences training and resources (funded by the Home Office) The designated teacher for looked-after and previously lookedafter children
Sharing and publishing information	School to school service: how to transfer information What maintained schools must publish online What academies, free schools and colleges should publish online