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*Excellence, Respect, Friendship*

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# CAWSTON GRANGE PRIMARY SCHOOL

## Exclusions Policy

February 2025

### 1. Purpose and Scope

Cawston Grange Primary School is committed to ensuring a fair, consistent and legally compliant approach to exclusions. This policy applies to all pupils and staff involved in the exclusion process and is designed to uphold the principles of fairness, non-discrimination and safeguarding.

### 2. Legal Framework

This policy is based on:

- The Education Act 2002
- The Department for Education (DfE) guidance on suspensions and exclusions
- Relevant statutory duties concerning safeguarding, SEND (Special Educational Needs and Disabilities), and equality laws

### 3. Principles

In implementing this policy, the school will ensure that:

- Decisions are fair, reasonable, and proportionate
- Exclusions are only used as a last resort when other interventions have been unsuccessful or where a serious breach of conduct has occurred
- All pupils are treated equitably, in line with their individual needs, including those with SEND or other vulnerabilities
- Parents/carers are informed promptly and given the opportunity to appeal decisions
- Governance, monitoring, and reporting procedures are adhered to

### 4. Grounds for Exclusion

A pupil may be excluded if they have committed a serious breach of the school's behaviour policy and/or if their continued presence in school poses a risk to the welfare of other pupils, staff or the learning environment.

This may include (but is not limited to):

- Violence, aggression, or serious disruptive behaviour
- Possession or use of prohibited items (e.g. drugs, weapons)
- Persistent bullying, discrimination, or harassment
- Serious damage to school property
- Conduct that puts the safety of others at risk

## 5. Exclusion Process

### Authority to Exclude

Only the Headteacher (or acting Headteacher) has the authority to suspend or exclude a pupil.

### Types of Exclusion

- Suspension (Fixed-Term Exclusion) – A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days within a single academic year.
- Permanent Exclusion – A pupil is removed from the school roll indefinitely, typically following a serious incident or a pattern of persistent behaviour that has not improved despite interventions.
- Conversion of a Suspension to an Exclusion – The Headteacher may convert a fixed-term suspension into a permanent exclusion if warranted by further evidence or review.

## 6. Notification and Reporting

### Informing Parents/Carers

When a pupil is excluded, the school will:

- Inform parents/carers immediately, stating the reason for the exclusion
- Provide a formal written notification letter, outlining:
  - The type and duration of the exclusion
  - The reasons for the exclusion
  - The right to appeal the decision
  - Details of any alternative education arrangements (for exclusions over five days)

### Informing the Governing Board and Local Authority

- The governing board and local authority must be notified without delay in cases of permanent exclusions and any suspensions exceeding five school days in a single term.
- The governing body does not have the authority to exclude a pupil or extend an exclusion period set by the Headteacher.

## 7. Appeals and Reviews

### Parental Right to Appeal

Parents have the right to:

- Make representations to the governing board if they wish to challenge an exclusion
- Request a review by an independent review panel (IRP) if the governing board upholds a permanent exclusion

- Request that the local authority appoint an SEN expert to provide guidance if the pupil has identified or suspected special educational needs

## Role of the Governing Board's Disciplinary Panel

The governing board's disciplinary appeals panel will:

- Review the circumstances and evidence leading to the exclusion
- Consider any representations from parents/carers
- Decide whether to uphold the exclusion or reinstate the pupil
- Ensure compliance with statutory duties, including safeguarding and equality obligations

If the appeals panel decides that the pupil should be reinstated, the Headteacher must comply with this ruling.

## 8. Alternative Educational Provision

For exclusions longer than five school days, the school will:

- Arrange suitable full-time education for the pupil from day six of the exclusion
- Work with alternative provision providers, the local authority, or other agencies as needed to support the pupil's education and wellbeing

## 9. Reintegration Process

Following any period of suspension, the school will facilitate a reintegration meeting with the pupil and their parents/carers before the pupil returns to school.

The meeting will:

- Discuss the reason for the exclusion and the pupil's behaviour
- Set clear expectations for future conduct
- Identify support strategies, such as interventions from:
  - The SENDCO (Special Educational Needs and Disabilities Coordinator)
  - The mental health lead
  - The safeguarding team
  - Other external support services if required

A reintegration plan may be put in place to help prevent further exclusions.

## 10. Consideration of Alternative Interventions

Where appropriate, and before a permanent exclusion is issued, the school may explore alternative interventions such as:

- A managed move to another school, facilitated by Warwickshire Education Services
- Referral to external agencies for targeted support
- Behaviour support plans or adjustments for pupils with SEND

## 11. Monitoring and Evaluation

The school will:

- Collect and analyse exclusion data to monitor trends and ensure fairness in implementation
- Report exclusions data to the governing body and local authority
- Review this policy regularly to align with updated legislation and best practices