

Harrow Lodge Primary School



EXCLUSIONS & SUSPENSIONS POLICY

REVIEWED:	Autumn 2025
APPROVED:	Spring 2026
EFFECTIVE PERIOD:	Spring 2026-Spring 2027
DUE FOR REVIEW:	Autumn 2026
RESPONSIBLE PERSON(S):	MRS L SEARLE

SIGNED BY CHAIR OF GOVERNORS



1. INTRODUCTION

- 1.1 It is the policy of Harrow Lodge 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 (see Behaviour Policy).
- 1.2 Permanent Exclusions (when a pupil is no longer allowed to attend the school) or Suspensions (when a pupil is not allowed to attend the school for a fixed period of time) from the school community are damaging to a student's self-esteem. They diminish the sense of belonging to the community. As such, they are used rarely 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.
- 1.3 The school seeks to avoid exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.
- 1.4 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.

2. AIMS & PRINCIPLES

- 2.1 The purpose of this policy is to explain the school's use of exclusion and suspension. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:
 - 1) To ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed.
 - 2) To reduce the need to use exclusion or suspension as a sanction through the school's commitment to meeting the needs of each child and working closely with parents.
- 2.2 This Policy sets out the principles to be followed by the school in compliance with current legislation. The Policy reflects the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, orderly, safe, and supportive environment.
- 2.3 Good behaviour in school is essential to ensure that all pupils can benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site directions are essential behaviour management tools for headteachers, and can be used to establish high standards of behaviour in school and maintain the safety of school.

3. HEADTEACHERS' POWERS TO USE SUSPENSIONS AND PERMANENT EXCLUSIONS

- 3.1 Suspensions and permanent exclusions will sometimes be necessary as a last resort for a head teacher to maintain the school environment.

- 3.2 When suspensions and permanent exclusions are being considered, head teachers must take into account pupil's age and ability to understand the suspension or permanent exclusion process.
- 3.3 When a head teacher has made the decision to suspend or permanently exclude a pupil they must without delay notify the parents / carer.
- 3.4 Whenever a head teacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the Virtual School Head (VSH), if the pupil is a Looked After Child (LAC), of the period of the suspension or permanent exclusion and the reason(s) for it.

4. DUTIES UNDER THE EQUALITY ACT 2010 AND CHILDREN AND FAMILIES ACT 2014

- 4.1 Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.
- 4.2 For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:
- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act Page 4 of 10
 - advance equality of opportunity between people who share a relevant protected characteristic and people who do not, and
 - foster good relations between people who share a relevant protected characteristic and people who do not share it.
- 4.3 These duties must be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.
- 4.4 The governing board must also comply with their statutory duties in relation to pupils with Special Educational Needs (SEN) when administering the exclusion process, including (in the case of the governing board of relevant settings), using their 'best endeavors' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

4.5 Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an Education Health Care Plan (EHCP) it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

4.6 Where a pupil has an EHCP, schools should contact sen@haverling.gov.uk about any behavioural concerns at an early stage and consider an early annual review.

5. SUSPENSIONS

5.1 Only a headteacher is able to suspend a pupil from school or withdraw a suspension.

5.2 A suspension is where a pupil is temporarily removed from the school and is an essential behaviour management tool that should be set out within a school's behaviour policy.

5.3 A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

5.4 A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

5.5 It is important that during a suspension, pupils still receive their education. Head teachers must ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising online pathways.

5.6 The school's legal duties to pupils with disabilities or special educational needs 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 this should always be recorded as a suspension.

5.7 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.

5.8 The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

5.9 Schools can use the 'E' code for attendance whilst the pupil is suspended.

5.10 If a head teacher is going to issue a suspension of 3 days or more, they could consider a referral to inclusions@haverling.gov.uk, by completing a Gateway Referral Form, requesting access to the 5 Day Direction. This programme is designed to address pupil's behaviours and should prevent further suspensions being issued. The pupil can be 'B' coded whilst attending the programme.

5.11 Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different room. An internal exclusion is a discretionary measure where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension.

5.12 Typically, a child receiving a consequence of this level will already be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (e.g. behaviour chart/plan to address specific behaviours causing a problem; support from a learning or teaching assistant; target-setting etc)

6. **PERMANENT EXCLUSIONS & DFE EXCLUSION CODES**

6.1 Only a head teacher is able to permanently exclude a pupil from their school.

6.2 The LBH Off-site Direction and Managed Move policy 2023-2024 should be considered to avoid a permanent exclusion.

6.3 Head teachers should carefully consider the level of pupil moves and the characteristics of a pupil who is to be permanently excluded, to ensure the sanction is only used when necessary as a last resort.

6.4 Where a headteacher believes that a permanent exclusion is imminent, they should notify the local authority via email inclusions@haverling.gov.uk outlining the incident to ensure there is a clear audit between the school and the local authority. A member of the LA Inclusions Team will then make contact with the head teacher as soon as possible.

6.5 A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- 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 such as staff or pupils in the school.

6.6 Head Teachers will inform the local authority of the DfE reason for the permanent exclusion and provide an Inclusions Gateway Referral Form, along with a copy of the letter that was sent to the parent from the headteacher.

- 6.7 For any permanent exclusion, work will be set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.
- 6.8 For permanent exclusions, the local authority will arrange suitable full-time education for the pupil to begin no later than the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.
- 6.9 Where a pupil has a statement of SEN, the local authority will ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.
- 6.10 DfE suspension & exclusion codes

Physical assault against a pupil	PP
Physical assault against an adult	PA
Verbal abuse / threatening behaviour against a pupil	VP
Verbal abuse / threatening behaviour against an adult	VA
Use or threat of use of an offensive weapon or prohibited item	OW
Bullying	BU
Racist abuse	RA
Abuse against sexual orientation and gender identity	LG
Abuse relating to disability	DS
Sexual misconduct	SM
Drug and alcohol related	DA
Damage	DM
Theft	TH
Persistent disruptive behaviour	DB
Inappropriate use of social media or online technology	MT
Wilful and repeated transgression of protective measures in place to protect public health	PH

7. CANCELLING PERMANENT EXCLUSIONS

- 7.1 Only a headteacher is able to withdraw a permanent exclusion.

- 7.2 The head teacher can cancel a permanent 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.
- 7.3 Parents, the governing board, and the LA will be notified without delay and, if relevant, the social worker and Virtual School Head (VSH) if pupil is a Looked After Child (LAC). The notification must also provide the reason for the cancellation.
- 7.4 The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- 7.5 Parents should be offered the opportunity to meet the head teacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay
- 7.6 The pupil must be allowed back into the school from which they were excluded without delay.
- 7.7 Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.
- 7.8 A permanent exclusion cannot be cancelled if the pupil has already been suspended for more than 45 school days in a school year, or if they will have been so by the time the cancellation takes effect.
- 7.9 Managed Move
A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.
- 7.10 In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered or, if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a managed move to another school. This will be conducted under the *LA Off-site & Managed Moves Policy*
- 7.11 This is **not** an exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school if it is considered to be in the best interests of the child.
- 7.12 The threat of exclusion will never be used to influence parents to move their child from the school.

8. THE DECISION TO SUSPEND OR EXCLUDE

- 8.1 In the event of a single incident, the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies.

- 8.2 The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked.
- 8.3 Whilst an exclusion may still be an appropriate sanction, the Head Teacher will 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 a pupil has suffered bereavement, has mental health issues or has been subject to bullying or racial harassment.
- 8.4 If a child amasses a total of 5 full day suspensions within a term, a referral to the Havering Behaviour Team via the Inclusions Gateway Referral Form will be made in order to gain support for the child.
- 8.5 A permanent exclusion is a last resort and, in some cases, it may be considered appropriate and in the child's best interest to place the child on a reduced timetable before carrying out a permanent exclusion. However, if the behaviour persists whilst on the reduced timetable, this may trigger a permanent exclusion.
- 8.6 All cases, all circumstances, extenuating and otherwise, will be considered very carefully before carrying out a permanent exclusion.
- 8.7 The following incidences are accepted as serious enough to be considered for exclusion *but this is not an exhaustive list*:
- Serious breach of the school's behaviour policy
 - Malicious media communication
 - Sexualised behaviour
 - Any behaviour where allowing the pupil to remain in school would seriously harm the education or the welfare of the pupil or others in the school
 - Verbal or written obscene communication
 - Pornographic images
 - Possession of an offensive weapon (inside or outside of school)
 - Assault of a pupil or member of staff / public
 - Threatening violence
 - Sexual assault / violence perpetrated against another pupil or member of staff
 - Possession / under the influence of drugs/alcohol including smoking / vaping on school premises
 - Distribution of drugs / alcohol to other pupils

9. SUSPENSION / EXCLUSION PROCEDURE

- 9.1 If the Head Teacher decides to exclude a pupil he/she will:
- ensure that there is sufficient recorded evidence to support the decision.
 - explain the decision to the pupil if the pupil is in the state of mind to listen to the decision.
 - contact the parents, explain the decision and ask that the child be collected.

- send a letter to the parents confirming the reasons for the exclusion or suspension, the length of the suspension and any terms or conditions agreed for the pupil's return.
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- plan how to address the pupil's needs and integration back into their class on his/her return
- plan a meeting with parents and the pupil on his/her return to be conducted by a suitable senior member of staff.

9.2 Parents will be made aware that, for the first 5 school days (or until the start date of any alternative provision where this is earlier) of a suspension or exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be given a fixed penalty notice or prosecuted if they fail to ensure this.

9.2.1 Parents will also be advised that, for the duration of the suspension, the pupil is not allowed on the school premises and that daytime supervision is *their* responsibility, as parents/guardians.

9.3 From day 2 of an exclusion or suspension, the school will take reasonable steps to set and mark work for pupils. Work that is provided will be accessible and achievable by pupils outside of school.

9.4 If a suspension is extended, the Head Teacher will notify parents explaining the reasons for the change and providing any additional information required.

9.5 When being notified of the suspension or exclusion, parents will be directed to relevant sources of free, clear and impartial information regarding exclusions and children's services (see Appendix 3 – Letters for Notification of Exclusion)

9.6 All students returning from a suspension are required to attend a reintegration meeting (although this is no longer statutory), accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

10. ALTERNATIVE EDUCATIONAL ARRANGEMENTS

10.1 In some cases, it may be necessary to provide alternative educational arrangements for the excluded pupil. In such cases, the following information will be given to parents as soon as it is available and, *if possible*, 48 hours before the start of the provision:

- The start date for any provision of full-time education that has been arranged for the pupil during the exclusion.
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
- The address at which the provision will take place.

- Any information required by the pupil to identify the person he/she should report to on the first day.

11. APPEALS

11.1 All parents have the right to appeal the decision of the Head Teacher to exclude a pupil.

11.1.1 All correspondence regarding an exclusion or suspension 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:

<https://www.gov.uk/government/publications/school-exclusion>

11.1.2 The person who should be contacted to initiate an appeal is the Clerk to the Governors.

12. THE ROLE OF THE GOVERNORS

12.1 These responsibilities would usually be delegated to a sub-committee of at least three governors, the Discipline Committee.

12.1.1 The governors' role is essentially one of reviewing the Head Teacher's exclusion decisions. The Head Teacher will inform the Chair of Governors of any exclusions. If it is apparent to the governing body that the purported exclusion is not for a disciplinary matter, it is unlawful and cannot stand, and they do not need to investigate further.

12.2 If the matter is deemed legal, the Governing Body must meet to review the exclusion decision in the following cases:

- Permanent exclusions.
- All suspensions totalling more than 5 school days in any one term.
- Suspensions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body.
- Suspensions that would result in the loss of an opportunity to take a public examination.

12.3 The Governing Body must meet to:

- Consider the circumstances in which the pupil was suspended;
- Consider any representations about the suspension made by the parent and by the LA;
- Consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

12.4 Where there is a legal requirement for the governing body to consider the exclusion, parents have the right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

- 12.5 Where required or requested (see Appendix 1), the governing body must hold a Discipline Committee within the required timescale. This should consist of 3 or 5 governors who should have no previous knowledge of the case.
- 12.5.1 It is not recommended that the Chair of the Governing Body should be part of this committee if the Head teacher has discussed any related concerns with him/her as impartiality could be an issue.
- 12.5.2 Ideally the Discipline Committee should be clerked by a person who is not a member of the school staff and will have had appropriate training (please contact Governor Services for details of courses).
- 12.5.3 A representative from the LA Education, Inclusion and Support Team should be invited to all Discipline Committees where the exclusion is permanent and may, on request, be able to attend other Discipline Committees where the situation is particularly complex.
- 12.6 When considering the decision for exclusion, governors may find it helpful to refer to the Decision to Exclude checklist (see Appendix 2)
- 12.5 In the case of a suspension which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. (See Appendix 1)

13. FAP PANELS

- 13.1 Following a Governors' Discipline Committee decision to uphold a permanent exclusion, the LA will take the case to the FAP committee, and they will work as a group to find a suitable placement for the excluded child.

14. UNOFFICIAL/ILLEGAL EXCLUSIONS

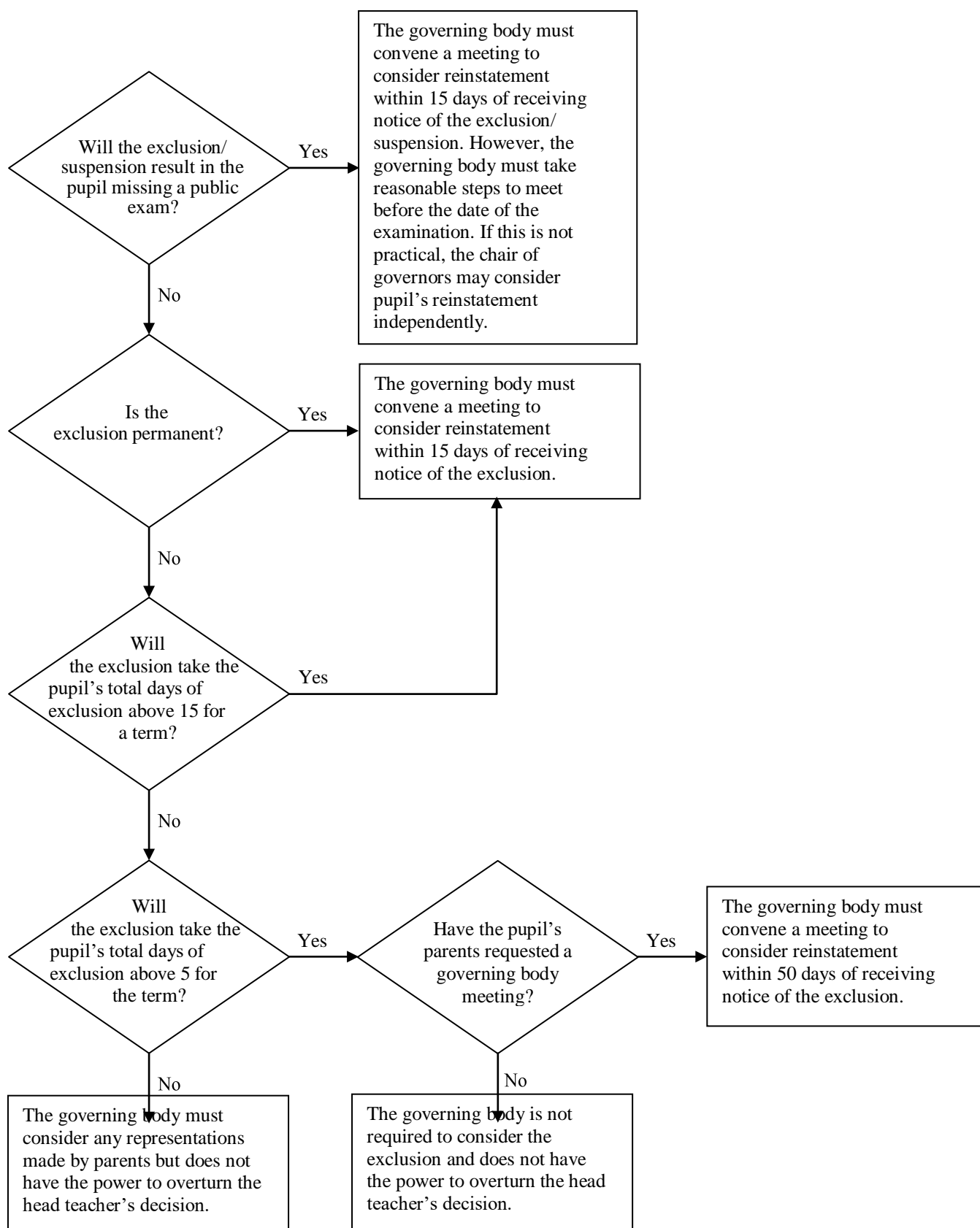
- 14.1 The procedures described above and in the DfE Guidance must always be applied when a pupil is sent home; 'cooling-off periods', asking parents/carers to take a child home to avoid an exclusion etc, are illegal and could be subject to challenge.
- 14.2 This also applies to lunchtimes; if a child is asked by the school to go home at lunchtimes, this must be treated as a half day exclusion for each lunchtime.

15. POLICY DISSEMINATION, MONITORING AND EVALUATION

- 15.1 This policy will be reviewed every year or sooner in the light of new DfE guidance and its use will be monitored and evaluated by the school's Governing Body.

APPENDIX 1

A summary of the governing body's duties to review the head teacher's exclusion/suspension decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee.
References to days means 'school days'.

APPENDIX 2

Decision to Exclude Checklist

	Yes	No
Has the pupil committed the offence?		
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> • Exclusion has not been considered in the heat of the moment? • Has a thorough investigation been carried out? • Has the evidence been considered in light of policies and discrimination? • Has the pupil's version of events been encouraged / heard / recorded? • Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc)? 		
Has there been involvement from In-School Support Staff or Educational Psychologists and a pastoral support programme implemented?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)?		
Standards of proof: On the balance of probabilities, did the pupil do it?		
Special Considerations		
Does this pupil have a statement of special educational needs (SEN)? Have you contacted the SEN Caseworker? Has an emergency annual review been called? <i>See DfE Guidance para 22-24</i>		
Is this pupil a looked after child as supported by Education Support (ESLAC)? If so have you contacted the appropriate ESLAC teacher and social worker to discuss? <i>See DfE Guidance para 22-24</i>		
Safeguarding: Is this pupil subject to a Safeguarding or a Child in Need Plan? Have you spoken to Social Care?		
Is there a CAF/EHA for this young person?		
Is the locality team or SEN Services involved?		
Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)		
Appropriate length of exclusion considered? Is this for the shortest possible time?		

APPENDIX 3 Model letter to parents/carers: suspension (up to and including 5 days in any one term)

Dear _____

I am writing to inform you of my decision to suspend _____ for a period of _____ days with effect from _____.

This means that he/she will not be allowed back into Harrow Lodge Primary school until _____ when we will meet with yourself and _____ at 8:30 am for a reintegration meeting in which future expectations will be discussed.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend _____ has not been taken lightly.

_____ has been suspended for:

- 1. List reasons with codes

You have a duty to ensure that your child is not present in a public place during school hours throughout this suspension, unless there is reasonable justification for this to occur.

It will be for you to show reasonable justification if your child is present in a public place during school hours on the specified dates outlined above, to avoid being issued a penalty notice fine from the Local Authority.

You may make representations to the governing board regarding this suspension by writing to the Chair of Governors of Harrow Lodge Primary school.

If you think this suspension relates to a disability your child has, and you think disability discrimination has occurred, you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability or the County Court (for other forms of discrimination). Making a claim would not affect your right to make representations to the Governing Body.

You also have the right to see a copy of _____'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy. Please note there may be a charge for photocopying.

You may wish to contact the Special Educational Needs and Disabilities Information Advice and Support Service on sendiass@haring.gov.uk to gain some advice.

You may find it useful to contact The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com or Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Yours sincerely,

Head Teacher cc. Chair of Governors cc: inclusions@haring.gov.uk

APPENDIX 4**The Use of Exclusion: At-Glance-Guidelines for Head Teachers**

ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
<p>Minor incidents, for example:</p> <ul style="list-style-type: none"> o Failure to do homework o Failure to bring dinner money 	Breach of the school's behaviour policy (see possible examples below)	Serious breach of the school's behaviour policy (see possible examples below)
Poor academic performance	Serious harm to the education or welfare of the pupil or others.	Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others.
Lateness or truancy	Persistently leaving school premises without authorisation.	Carrying, threatening to use and or using an offensive weapon (including fireworks)
Breaches of school uniform or rules on appearance eg wearing jewellery or displaying body-piercing	Bringing the school into disrepute at a public event.	Attempted arson on school grounds, destruction or serious damage of school property or buildings.
Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability.	Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community	Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community.
Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race.	Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community.	Repeated bullying, racial, sexual or other harassment of staff pupils or other members of the school community.