

Pupil Suspension and Permanent Exclusion Policy

Name and Job Title of Author:	M Stead, Director of Education
Approval Committee:	Directors
Date policy approved:	First adopted February 2023, reviewed annually
Version number:	V1.2
Target Audience:	All
Reference Documents:	Behaviour Policy SEN Policy and Information Report
Date of next review:	February 2027

Table of changes

Version Number	Date of Version/Review	Detail changes
V. 1	2023	Original
V1.2	2026	2026 update

Contents

1. Aims	3
2. Legislation and statutory guidance	4
3. Definitions	4
4. Roles and responsibilities	5
5. Considering the reinstatement of a pupil	9
6. Independent review	10
7. School registers	12
8. Returning from a suspension	13
9. Monitoring arrangements.....	14
10. Links with other policies.....	14
Appendix 1: independent review panel training	15

Introduction

The suspension of a student is a very serious matter. It is not a step which the school takes lightly and is the consequence of a serious breach of school discipline which is in place to promote good behaviour, self-discipline and respect; essential to ensure that all students are able to benefit from the opportunities provided by the school.

Each and every particular situation will always be thoroughly investigated and judged on its own merits.

The sanctions will be taken seriously with reference to Keeping Children Safe in Education April 2014. However, as a general guide the behaviour will normally be deemed so serious as to warrant suspension being considered as the appropriate punishment.

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our schools aim to:

- Ensure that the suspensions/exclusions processes are applied fairly and consistently
- Help directors, staff, parents and pupils understand the process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure any suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

Our schools know that off-rolling is unlawful.

Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure and formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils

- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

This policy complies with our funding agreement and articles of association.

3. Definitions

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

- Off-site direction – when the Headteacher directs a pupil to attend another education setting temporarily or permanently.
- Parent – any person who has parental responsibility and any person who has care of the child.
- Managed Move – when a pupil is dual registered at another school, initially temporarily. If the move is successful, then the pupil is taken onto the new school's roll permanently.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

Only the Headteacher, or Acting Headteacher, or Vice Principals can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion in the most extreme of circumstances.

A decision to suspend or exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the Trust school's Behaviour Policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored (where these are appropriate), such as off-site direction or Managed Moves.

The Headteacher will consider the individual circumstances of the pupil, before deciding to suspend or exclude.

Headteachers will make the final decision in discussion with an executive leader, and in the case of a permanent exclusion, the CEO.

Informing parents

If a pupil is at risk of suspension or exclusion, the pastoral team will work with the pupil and family to mitigate this.

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing (using the Trust letters provided), without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent

- Information about parents' right to make representations about the suspension or permanent exclusion to the Trust Board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Trust Board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting and be represented at the meeting (at their own expense).

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- 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 the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Trust Board

The Headteacher will, without delay, notify the Chair of the Trust Board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 10 school days (or more than 20 sessions) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a public exam

The Headteacher will notify the Trust Board once per term of any other suspensions of which they have not previously been notified.

Informing the local authority (LA)

The pastoral team will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Senior Team/Safeguarding Team/Pastoral Team will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Senior Team/Safeguarding Team/Pastoral Team will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, the Senior Team/Safeguarding Team/Pastoral Team will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a public exam.

The social worker / VSH will be invited to any meeting about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Trust Board. Where there is a cancellation:

- The parents, Trust Board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Senior Team to discuss the cancellation
- As referred to above, the Senior Team will report to the Trust Board once per term on the number of cancellations
- The pupil will be allowed back in school

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Senior Team/Pastoral Team will take steps to ensure that achievable and accessible work is set and marked for the pupil. Google Classroom will be used for this. If the pupil has a special educational need or disability, the Pastoral Team will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is Looked After or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set the pupil.

4.2 The Trust Board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Pupil Discipline Committee.

The Pupil Discipline Committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the Trust Board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Trust Board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The Trust Board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The Trust Board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and Managed Moves.

The Trust Board will consider:

- How effectively and consistently the school's Behaviour Policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to ensure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a pupil

The Pupil Discipline Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 10 in a term, Pupil Discipline Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 10 days, but less than 16 days, in a single term, and the parents make representations to the board, Pupil Discipline Committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam, the Pupil Discipline Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the Pupil Discipline Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the Trust Board and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher and other members of the Senior Team/Year Team
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The Trust Board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Pupil Discipline Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, Pupil Discipline Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers

- Any evidence that was presented to the Trust Board
- They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The Pupil Discipline Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The Local Authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the Pupil Discipline Committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Trust Board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust appoints an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents apply for an independent review within the legal timeframe, the St Cuthbert's Roman Catholic Academy Trust will arrange for an independent panel to review the decision of the Trust Board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Pupil Discipline Committee its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school directors who have served as governors for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Heads of School or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a Director of the St Cuthbert's Roman Catholic Academy Trust of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the St Cuthbert's Roman Catholic Academy Trust or the Trust Board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the St Cuthbert's Roman Catholic Academy Trust, school, Trust Board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the Trust Board's decision
- Recommend that the Trust Board reconsiders reinstatement

- Quash the Trust Board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Committee and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the Committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Trust Board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has a casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the Trust Board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the Trust Board to place on the pupil's educational record

7. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the Trust's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the Trust board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides

- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal are met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with the SEND/Safeguarding Team to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintain regular contact during the suspension and welcoming the pupil back into school
- Daily contact in school with a designated member of the pastoral team
- Mentoring by a trusted adult or from the designated well-being support worker
- Regular reviews with the parent and pupil to praise any progress made and to raise and discuss any concerns
- Inform the pupil, parents and staff of any other external support
- Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Reintegration meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom unless it is a highly serious reason and the parent must attend in which case the school leaders will undertake a home visit where necessary.

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and Managed Moves
- Anonymous surveys of staff, pupils and other stakeholders on their perceptions and experiences

The data will be analysed every term by St Cuthbert's school improvement team. Karen Siedle, Deputy CEO, will report back to the directors at full Board meeting termly.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

The Trust will work with its schools to consider this data and to analyse whether there are patterns across the Trust, recognising that numbers in any one school may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by senior leaders every 2 years. At every review, the policy will be approved by the Directors advised by the Heads of School.

10. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEN policy and information report

Appendix 1: independent review panel training

St Cuthbert's Roman Catholic Academy Trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, Trust Boards and the panel under the Equality Act 2010
- The effect of Section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix 2: Behaviour for which suspension will normally be the appropriate sanction.

As a general guide the following behaviour will normally be deemed so serious as to warrant suspension being considered as the appropriate punishment.

1. Physical assault against pupil / adult.
2. Verbal abuse / threatening behaviour against pupil / adult.
3. Bullying.
4. Racist abuse.
5. Sexual misconduct.
6. Drug and alcohol related incident.
7. Damage to school or personal property.
8. Theft.
9. Persistent disruptive behaviour.
10. Other.

INCIDENT:	RESPONSE
1. Physical assault against pupil/adult	
<ul style="list-style-type: none"> Fighting Violent behaviour Wounding Obstruction and jostling Extreme or repeated acts of violence Violence against a member of staff/pupil 	<ul style="list-style-type: none"> Fixed Term Suspension Fixed Term Suspension Fixed Term Suspension Fixed Term Suspension Permanent exclusion Permanent exclusion

INCIDENT:	RESPONSE
2. Verbal Abuse / threatening behaviour against pupil / adult	
<ul style="list-style-type: none"> Threatened violence Aggressive behaviour Swearing Homophobic abuse and harassment Verbal intimidation Carrying an offensive weapon and /or bringing an offensive weapon into school. 	<ul style="list-style-type: none"> Fixed Term Suspension Fixed Term Suspension Fixed Term Suspension Fixed Term Suspension Fixed Term Suspension Fixed Term or Permanent exclusion depending on the seriousness of the incident

INCIDENT: 3. Bullying	RESPONSE
<ul style="list-style-type: none"> • Verbal • Physical • Homophobic & Racist bullying 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident

INCIDENT: 4. Racist Abuse	RESPONSE
<ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Racist graffiti • Swearing that can be attributed to racist characteristics 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

INCIDENT: 5. Sexual Misconduct	RESPONSE
<ul style="list-style-type: none"> • Sexual abuse • Sexual harassment • Sexual assault • Lewd behaviour • Sexual Bullying • Sexual Graffiti 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

INCIDENT: 6. Drugs and Alcohol related incidents	RESPONSE
<ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

INCIDENT: 7. Damage to school or personal property (includes damage to school or personal property belonging to any member of the school community)	RESPONSE
<ul style="list-style-type: none"> • Vandalism • Arson • Graffiti • Deliberately setting off the fire alarm 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

INCIDENT: 8. Theft	RESPONSE
<ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

INCIDENT: 9. Persistent disruptive behaviour	RESPONSE
<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules • Blatantly defying a member of staff. • Extreme appearance • Refusal to engage in reconciliation after an incident 	<ul style="list-style-type: none"> • Fixed Term or Permanent exclusion depending on the seriousness of the incident.

10. Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly.

IT MUST BE RECOGNISED AND NOTED THAT:

1. Behaviour which leads to a fixed term suspension may lead to a permanent exclusion depending upon gravity or if it is repeated.
2. Certain examples of behaviour described above will actually qualify as "criminal". In some cases, the school will have to involve external agencies such as the Police and/or Social Services.
3. Any of the above examples of pupil behaviour which are 'school related' will merit the above sanctions even where they happen outside school hours and off school premises.
4. The school reserves the right to add to the above list should the need arise. It must be remembered that the above are only broad guidelines and cannot cover every situation where suspension may be the correct sanction.

FIXED TERM SUSPENSION PROCEDURE

Incident



Statements written by pupils involved and witness statements including staff unless there is potentially police or social service involvement



Statements collated by the Senior Team



Investigation by Senior Team and Headteacher



Headteacher



Decision by Headteacher and CEO of Trust

If a pupil is to be excluded, then:

- A suspension letter is to be sent electronically and first-class in the post to parents.
- An suspension letter to be kept on file (Headteacher's PA). All key parties at the school informed.
- Original statements to be kept on SLT file / copy in student's file.

Suspension.



Post-Suspension Meeting with parents and students on date in letter.

Decision by Headteacher or relevant Senior Staff to allow pupil to return to normal schooling / extend suspension / make fixed term suspension permanent.



The pupil is placed on a Post-Suspension Report for one week in the first instance to ensure proper re-integration.

If unsuccessful on the report, the pupil is referred back to the Senior Team for one further week of report.

Internal Suspension

Students may be placed in a designated area of the school when internally excluded.

This can be a temporary serious sanction whilst fixed-term suspension is considered or as an alternative to a fixed term suspension whilst recognising that there has been a serious breach of the behaviour code.

Internal Suspension Aims

To serve as serious sanction whilst fixed term suspension from school is considered as a last resort.

To challenge poor behaviour by removing the students from social interaction with his and her peers and from their normal daily timetabled lessons.

To support the student on reflection of their behaviour.

To ensure that learning continues.

Procedures

The decision to place a student in Internal Suspension rests with Senior Leaders following consultation with staff and appropriate statements / evidence have been considered.

A record will be kept of each Internal Suspension in the administration office. They will send a letter

Records will be analysed by the Headteacher and Senior Leaders.