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|   | Suspension and Exclusion Policy  |
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Version Control

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|  Director of Primary |  CEO and Executive  Board |  Trust Board |  Email August 2024 |
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This policy is reviewed annually. The next review is due by September 2025.

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## 1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

**Our aim**:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

**To achieve this our schools will**:

* Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions.
* Deliver the highest quality learning opportunities facilitated by excellent teachers.
* Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

**The Trust will support our schools by**:

* Maximising the resources and expertise available to individual schools.
* Providing a platform for the sharing of excellent practice.
* Challenging and developing staff to turn their potential into performance.

Kingfisher C of E Academy shares the Church of England’s Vision for Education 2016, “Deeply Christian, Serving the Common Good”, which includes the four basic elements wisdom, hope, community and dignity. We aim to deliver values-led education with the very best outcomes for children and young people.

### 1.1 Aims and ScopeIt is the policy of Kingfisher CE Academy 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).This policy and related guidance is written with full consideration of the Equalities Act 2010 and recognises that reasonable adjustments must be made for pupils with additional needs and / or disabilities.1.2 PurposeThis policy is designed to briefly outline the academy’s approach to exclusions within the statutory framework as defined in the DfE guidance (August 2024). It outlines only where the academy applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the academy.

## 1.3 Principles

Suspension is a sanction used by the academy only in cases deemed as serious breaches of the Behaviour Policy.

A pupil may be at risk of suspension from school for:

* Verbal or physical assault of a pupil or adult;
* Persistent and repetitive disruption of lessons and other pupils’ learning;
* Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

A Fixed Term Suspension from the academy can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf (in these circumstances, authorisation from the Headteacher must be sought). The Director of Primary may also authorise a suspension. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Director of Primary and CEO of the Trust of the intention to impose this sanction, although the final decision rests with the Headteacher of the academy.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the academy.

The school and Trust regularly monitor the number of Fixed Term Suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Suspended pupils should be enabled and encouraged to participate at all stages of the suspension process, taking into account their age and ability to understand.

Any decision of a school, including suspension, must be made in line with the principles of administrative law, ie that it is lawful (with respect to the legislation relating directly to exclusions and a school’s wider legal duties, including the European Convention on Human Rights and the Equality Act 2010), rational, reasonable, fair, and proportionate.

The academy will make reasonable adjustments to support pupils with additional needs. This includes pupils with EHC plans and looked after children. The Headteacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child. The academy will engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan, or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim / emergency review.

**1.4 Other Linked Policies**The Suspension and Exclusion Policy should be read in tandem with the academy’s Behaviour Policy as well as other relevant school policies, particularly the Special Educational Needs Policy and the Equality, Inclusion and Diversity Policy. It also has a close interrelationship with the Anti-Bullying Policy and Attendance Policy.

The Headteacher will provide the Local Advisory Board with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

**1.5 Linked Legislation**

The principal legislation to which this guidance relates is:

* The Education Act 2002, as amended by the Education Act 2011
* The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
* The Education and Inspections Act 2006
* The Education Act 1996
* 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
* Equality Act 2010

 **2. Policy Statement**

**2.1 Policy Terms**

The impact of this policy will be reviewed by the LAB.

**3. Notification of a Suspension**

Parents will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct telephone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

In the case of a Permanent Exclusion, parents will be notified by the Headteacher in a face-to-face meeting.

A pupil who has been excluded will have the reason for his / her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

The academy will also work to put in place a programme for the pupil on his / her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies eg Parent Support Adviser, TAMHS or the Local Authority.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency eg the incident leads to the discovery that there is a child protection issue, the academy will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him / her a more positive attitude and a subsequent improvement in behaviour.

The Director of Primary and relevant academy staff will be notified of all Fixed Term Suspensions on the day of the production of the suspension letter, and will receive a copy. It will clearly outline the reasons for the suspension.

The academy is responsible for organising alternative full-time education from the sixth day of a Fixed Term Suspension, in partnership with the Local Authority.

**4. Pupils returning from a Fixed Term Suspension**

All pupils returning from a Fixed Term Suspension are required to attend a reintegration meeting, 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 pupil, parent and academy.

**5. Permanent Exclusions**

A school will only permanently exclude a child as a last resort. This will usually be after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a one-off incident.

If a pupil has been permanently excluded the Local Advisory Board is required to review the Headteacher's decision and parents may meet with them to explain their views on the exclusion; the academy is responsible for organising alternative full-time education from the sixth day of a permanent exclusion, in partnership with the Local Authority.

**6. Appeals**

All correspondence regarding an exclusion from the academy will inform parents of their right to appeal to the Trust Board against the decision to exclude. This procedure is clearly set out in the [statutory guidance](https://www.gov.uk/government/publications/school-exclusion). The person who should be contacted to initiate an appeal is the Local Advisory Board governance professional.

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