



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Suspension and Permanent Exclusion Policy

Responsible Board/Committee	Academy Trust Board
Policy Type	Hybrid Policy
Policy Owner	Designated Safeguarding Lead (DSL)
Statutory	No
Publish Online	Yes
Last Review Date	September 2023
Review Cycle	Annual
Next Review Date	August 2024
Expiry Date	October 2024
Version	1.1

School	King Edward VI Handsworth School for Girls
School Policy Owner	Jane Glendenning, DSL
LGB Approval Date	11 th October 2023

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Introduction

The Academy Trust is dedicated to ensuring that our schools’ environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide safe schools where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy should be read in conjunction with our Behaviour for Learning Policy which outlines clearly what we expect from all our students in terms of their behaviour. This policy outlines the suspension and permanent exclusion sanctions that will be enforced if interventions have not been successful in improving a student’s behaviour or the use of more significant sanctions are required. It is written in line with The Academy’s statement of behaviour principles, vision statement and equality, diversity and inclusion mission statement and will be implemented if necessary to ensure that students are protected from disruption and can learn in a safe, calm, and supportive environment. To this end, managed moves, suspensions, permanent exclusions and off-site direction are essential behaviour management tools for headteachers and are a necessary part of a functioning behaviour system to establish high standards of behaviour and maintain the safety of school communities. These sanctions will be used where it is accepted that a student’s behaviour cannot be amended or remedied by pastoral processes.

The law does not allow for extending a suspension (formerly referred to as a Fixed Term Exclusion) or ‘converting’ a suspension into a permanent exclusion. In exceptional cases,

usually where further evidence has come to light, a 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. A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

The Principal Legislation to which this guidance relates is:

1. the Education Act 2002, as amended by the Education Act 2011;
2. the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
4. the Education and Inspections Act 2006;
5. the Education Act 1996;
6. 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; and
7. Duties under the Equality Act 2010.

Aims

The Academy Trust believes that all staff and students in every school should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour we can promote good relationships throughout our schools, built on trust and understanding, and that through the use of all our behaviour policies we can support our students in developing a high level of social awareness. Our aim is to nurture and develop learners within a happy and caring environment through good behaviour, high expectations and courtesy towards all members of the Schools of King Edward VI community. We want to ensure that all our students leave school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Values

We wish the students of the Schools of King Edward VI:

- to know right from wrong;
- to show respect for themselves and others;
- to be supportive and praise others;
- to appreciate the needs of others and of society;
- to develop a strong sense of personal responsibility for their own behaviour, actions and learning;
- to understand the consequences of their actions;
- be responsible members of their school community; and
- and to care for their environment.

We also expect all members of our school community to adhere to the following:

Equality, Diversity and Inclusion (EDI) Mission Statement

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

There are two types of biases:

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Unconscious bias is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- [age](#)
- [disability](#)
- [gender reassignment](#)
- [marriage and civil partnership](#)
- [pregnancy and maternity](#)
- [race](#)
- [religion or belief](#)
- [sex](#)
- [sexual orientation](#)

How to overcome unconscious bias:

- Be aware of unconscious bias.
- Don't rush decisions, rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

Terminology

- The term **must** refers to what Headteacher/governing boards/academy trusts/local authorities/ parents and others are required to do by law. The term **should** refers to recommendations for good practice as mentioned in the suspensions and permanent exclusions guidance.
- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

- A **permanent exclusion** is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's Behaviour for Learning policy; and
 - where allowing the student to remain in school would seriously harm the education or welfare of the students or staff in the school.
- The definition of **suspend** is what is described in legislation as an exclusion for a fixed period. A suspension can also be for parts of the school day. For example, if a student'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 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.
- The definition of a **parent** can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers. Where practical, all those with parental responsibility should be involved in the suspensions and permanent exclusions process.
- **Alternative Provision (AP)** refers to suitable full-time education that is arranged for a student from the sixth school day (or earlier) of a suspension or from the sixth school day (or earlier) after the first day of a permanent exclusion. In other circumstances, AP may refer to education arranged for students who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings.
- **Cancelled exclusion** refers to an exclusion that has been cancelled before the governing body has met to consider whether the pupil should be reinstated.
- **Remote access** refers to a meeting arranged by the governing body or arranging authority that is carried out via electronic means such as a live video link.
- **Off-site direction** is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.
- A **managed move** is a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved. If a temporary move needs to occur to improve a pupil's behaviour, then offsite direction should be used. Managed moves should only occur when it is in the pupil's best

interests. Where a pupil has an Education Health Care (EHC) plan, the relevant statutory duties on the new school and local authority will apply. If the local authority, schools and parents agree to the managed move, the local authority will follow the statutory procedures. The original school should be able to evidence that appropriate initial intervention has been carried out. The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

- **Off-rolling and unlawful exclusions.** Whenever a student is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance. An informal or unofficial exclusion, such as sending a student home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents. It would also be unlawful to exclude a student simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; or the failure of a student to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a student who repeatedly disobeys their teachers' academic instructions could be subject to exclusion. A further example of off-rolling would be putting pressure on a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.

Rights & Responsibilities

It is the duty of the Headteacher, supported by the Governing Body, to determine the standards of behaviour acceptable at our school. All staff have responsibility for maintaining discipline and ensuring that the school policies are observed.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds as per our EDI Mission Statement. The school's legal duties to students with disabilities or special educational needs remain in force, for example to make reasonable adjustments in how they support disabled students during a period of suspension.

Schools must provide information via the school census on students subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable). The list below may warrant a suspension or permanent exclusion but is non-exhaustive and is intended to offer examples rather than be complete or definitive:

- Physical assault against a student;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a student;
- Verbal abuse or threatening behaviour against an adult;
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's Behaviour for Learning Policy;
- Bullying;
- Abuse against any Protected Characteristic.

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision.

Local Authority Duty

Academy Trust's Duty

Independent review panels contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. Parts 9-11 (pages 50-69) of [Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance for maintained schools, academies, and pupil referral units in England \(May 2023\)](#) sets out how and when local authorities and academy trusts should organise an Independent Review Panel (IRP) when requested and guidance on the independent review process, including support from SEN experts and requests for remote access

The Governing Body

The Governing Body approves all safeguarding and pastoral policies and ensures they are reviewed annually. It ensures that policies are communicated to all relevant parties and that the expectations of the school are made clear. Governors will support the school in maintaining high standards of behaviour and any sanctions implemented as a result of breaches of the behaviour or safeguarding policies.

Governing bodies play an important role in ensuring that children who have been excluded from school receive a suitable education that facilitates their successful reintegration or meets their long-term needs.

For a suspension of more than five school days, the governing body must arrange suitable full-time education for any student of compulsory school age. This provision must begin no later than the sixth school day of the suspension. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is as a result of one decision to suspend the student for the full period or multiple decisions to suspend the student for several periods in a row.

Whilst the statutory duty on governing boards or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit in starting this provision as soon as possible. In particular, in the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

For further guidance and adherence to the latest DfE guidance, including when an independent review panel directs or recommends a student's reinstatement, the governing body should refer to the guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents,

provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven.

The Chair Of The Governing Body

The chair of the governing board should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for students of compulsory school age from the sixth consecutive school day of a suspension. This includes:

- Checking that there is a process in place for the governing board to assure itself that the education provided is suitable and full-time;
- Quality assuring provision, and ensuring that any previous placements been evaluated, including in relation to support for any Special Educational Needs and Disabilities (SEND) the student may have;
- Checking whether there is a process in place to monitor the student's attendance and behaviour at the provision;
- Checking whether the correct attendance code is being used;
- Checking whether the student's child protection file and any other information relevant to the student's safeguarding and welfare have been securely transferred to their new setting as early as possible, in line with Keeping Children Safe in Education.

Suspension and exclusion: A procedural guide for governing boards in schools and trusts, updated July 2023 can be found on the National Governance Association [website](#).

The Headteacher's Powers To Exclude Or Suspend A Student

The Headteacher and relevant members of the Senior Leadership and Pastoral Teams will defer to the Department for Education guidance on [Factors to consider before making a decision to exclude](#).

- Only the Headteacher/Principal (or Acting Headteacher) can suspend or permanently exclude a student on disciplinary grounds.
- The Headteacher should refer to [Statutory Guidance To The Headteacher, Governing Board And Independent Review Panel Members](#) when it is known that there is police involvement and/or parallel criminal proceedings.
- A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision by the Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful; reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher / principal should accept that something happened if it is more likely that it happened than that it did not happen.
- The Headteacher must take account of their legal duty of care when sending a student home following an exclusion.
- For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community. For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they become more vulnerable to harm. Headteachers should balance a child's context with the need to ensure calm and safe environments for all pupils and staff before making a decision.

- Where a student has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Headteacher/Principal should inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents immediately to involve them all in relevant conversations.
- A suspension is also one of the sanctions laid out in the Behaviour for Learning Policy for serious breaches of a code of conduct in school or as a reminder that the student is putting themselves at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a student, the Headteacher can consider whether suspension alone is an effective sanction for the student and whether appropriate strategies need to be put in place to address behaviour.
- It is important that during a suspension and a permanent exclusion, the Headteacher takes steps to ensure that a continuation of education occurs; work should be set and marked for students during the first five school days of a suspension or permanent exclusion (where the student will not be attending alternative provision). This can include utilising any online pathways such as Google Classroom, but does not include live streaming of lessons.
- The Headteacher will ensure there is a formal process for informing parents, social worker (where relevant), governing board and local authority immediately clearly setting out all reasons for the exclusion.
- Each disciplinary suspension and permanent exclusion will be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion. The Headteacher must provide up-to-date links to sources of impartial advice for parents in this letter. When notifying parents about a suspension or permanent exclusion, the Headteacher should draw attention to relevant sources of free and impartial information. This information should include:
 - [statutory guidance on exclusions](#)
 - [Coram's Child Law Advice service](#) can be accessed through their website or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
 - [ACE education](#)
 - [Independent Provider of Special Education Advice](#) (IPSEA) is a registered charity offering free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
 - [Autism Education Trust](#) (AET) operates a helpline and advice service for parents whose child is at risk or has been excluded. They also provide guidance and advice for education professionals on good practice and the law with regard to autistic children/young people and exclusion.
 - SEN Information Advice & Support Services Network (formerly known as the local parent partnership)
 - The Headteacher is responsible for ensuring a formal process for arranging, at short notice, suitable full-time alternative education for students receiving suspensions over five school days Reasons and recording exclusions.
 - The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), if the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:
 - The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, immediately. The notification must also provide the reason for the cancellation;

- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged immediately;
- The pupil must be allowed back into the school from which they were excluded immediately;
- 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.

Designated Safeguarding Lead (DSL)

- The DSL and Deputies will adhere to the statutory duty to make arrangements for safeguarding and promoting the welfare of students in school and have due regard to the most recent Keeping Children Safe in Education.
- Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will be considered and the DSLs and Deputies will cooperate with such safeguarding partners and engage with them in a meaningful way.
- Any decision to suspend or permanently exclude a student will be discussed with the DSL and Deputies prior to a decision being made, with them using their professional judgement and knowledge of the students.
- The DSL and Deputies may be supported by other agencies, such as children's social care and the police as required before making a decision.
- If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student or if a student has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. These decisions will be made alongside the school's duty to safeguard and support children and our duty to provide an education.
- When there has been a report of sexual violence, the DSL or Deputies should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as found in Keeping Children Safe in Education.
- The Senior Leadership Pastoral Directors will ensure that the concerns of any students involved in incidents which may result in suspension or permanent exclusion are listened to and appropriately addressed.
- The common transfer file will be transferred within 15 school days of the student ceasing to be registered at the school.
- When students leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for Special Educational Need (SEN) in colleges, are aware as required.

Designated Teacher (DT) For Looked-After Children

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT), Mr Nick Heppel, will contact the local authority's Virtual School Head (VSH) immediately. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

For previously looked-after children who are on the path to being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the student. Further information can be found in the guidance for the designated teacher for looked-after and previously looked-after children.

Special Educational Needs and Disabilities Coordinator (SENDCo)

Where King Edward VI Handsworth School for Girls has a concern about the behaviour, or risk of suspension and permanent exclusion, of a student with additional needs, a disability or an EHC plan it will, in partnership with others (and where relevant, the local authority), consider what additional support or alternative placement may be required. This may involve assessing the suitability of provision for a student's SEN or disability.

Where a student has an EHC plan, the school SENCO will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those without an EHC plan, the SENCO and Pastoral Leaders will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the student's current package of support, which may then be increased.

Attendance Officer

Whilst a permanently excluded student's name remains on a school's admission register, the student should be marked using the appropriate attendance code. Where alternative provision has been made and the student attends it, an appropriate attendance code, such as Code D (Dual Registered - at another educational establishment) or Code B (Off-site educational activity, if the provision is an approved educational activity that does not involve the student being registered at any other school), should be used. Where students are not attending alternative provision, they should be marked absent using Code E (suspended/permanently excluded).

Parents

The Headteacher's duty to inform parents about an exclusion

- Whenever the Headteacher suspends or permanently excludes a student they must notify parents, immediately, of the length of the suspension or permanent exclusion and the reason(s) for it. Notification should be in person or by telephone in the first instance as this would give parents an opportunity to ask any initial questions or raise concerns directly with the Headteacher.
- They must also provide parents the following information in writing:
 - the reason(s) for the suspension or permanent exclusion;

- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a student if they are 18 years old
- have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- Further guidance can be found here: [A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Written notification of the information mentioned above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.
- Where a suspended or permanently excluded student is of compulsory school age the Headteacher must also notify the student's parents of the days on which they must ensure that the student is not present in a public place at any time during school hours.
- These days would be the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.
- Effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the suspended or permanently excluded student. Where information is sent home with the student, the Headteacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.
- If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:
 - the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent 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; and
 - any information required by the student to identify the person they should report to on the first day.
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided 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 information can be provided with less than 48 hours' notice with parents' consent.
- The information above must be provided in writing but can be provided by any effective method (as described above).

- The failure of a Headteacher to give notice of the information by the required time does not relieve the Headteacher of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.
- If a child is suspended again following their original suspension, or is subsequently permanently excluded, the Headteacher must inform parents and where relevant, the student's social worker or local authority if the student has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.
- If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing body and, where appropriate, the local authority.

Re-Integration after Reinstatement or Off-Site Direction

Following a suspension or after a period of being educated off-site there will be reintegration meeting with the Headteacher (or a designated member of the Senior Leadership Team) in order for the student to reflect on their past behaviour and how they will manage their behaviour in future to negate the risk of further suspension or permanent exclusion. Other staff/organisations can be invited into the meeting to ensure a successful return into school.

The focus of the meeting is to draw a line under previous actions and for the student and parent(s) to feel supported in returning back into the normal routine of school. The student will also be reminded that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Depending on the outcome of the original suspension or exclusion meeting, it may be appropriate to discuss with the student the reasons that led up to the sanction being used; help them understand the effect of their behaviour on themselves and others; how to meet the high expectations of behaviour in line with the school culture; build belonging and engagement; and set targets they can report back on with relevant staff, e.g. form teacher/Pastoral Leader.

During the meeting it will be outlined how pastoral staff will work with the student, so they can understand the impact of their behaviour on their own learning and that of others, and how to improve their behaviour in the future.

A student should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

Monitoring, Evaluation and Review

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all behaviour incidents are logged on SIMS and CPOMS and reported to the full Local Governing Body termly. Behaviour and achievement data will be analysed by the Pastoral Leaders who will support the DSL in reviewing the Behaviour for Learning Policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

The Governing Body will ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary as a last resort. Support is available from: [Guidance on Understanding your data: a guide for school governors and academy trustees](#).

It is the responsibility of the Headteacher to implement the school's Behaviour for Learning strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to deal with inappropriate incidents. The Headteacher can also report to the Governing Body about the effectiveness of this Policy on request.

The Governing Body will monitor incidents that do occur, and review the effectiveness of this policy and the school's behaviour for learning strategies annually. The Governing Body will not condone any inappropriate behaviour and any inappropriate behaviour that impacts on student/staff health, safety and wellbeing will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with an incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

Related Documents and Policies

- o Safeguarding and Child Protection Policy
- o Attendance, Punctuality and Children Missing from Education Policy
- o Drugs, Alcohol, Smoking, Vaping and Substances Policy
- o Mobile Phone Procedures
- o Anti-Bullying Policy
- o Behaviour for Learning Policy
- o No Platform for Extremism Policy
- o Sexual Violence and Harassment Policy
- o Online Safety Policy