



# THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

## Suspension and Permanent Exclusion Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10:10)

<b>Is this policy statutory?</b>	Yes
<b>Review Period</b>	3 Years
<b>Date Approved</b>	January 2023
<b>Committee</b>	Students

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## 1. Statement of Intent

We understand that good behaviour and discipline is essential for promoting a high quality of education. This Policy is informed by the Christian values which are the basis for the school's work and any actions taken under this policy will reflect this. The school recognises that certain students, because of unacceptable behaviour, can spend a disproportionate amount of time in discipline, counselling, and small group/individual work. We are committed to these students, and the academy feels it can support these children if it receives full parental support; does not feel that the child is a persistent bully (i.e. other students and staff are not intimidated by that individual); does not feel that to continue to provide a place for that child significantly damages the learning and well-being of others; and the child does not persist in disruptive behaviour contrary to the academy's Behaviour Policy.

The Bishops' Blue Coat CE High School is committed to providing optimum learning opportunities for all its students and supporting this provision through all difficulties experienced by students. Any suspension or permanent exclusion in this context is a major decision and will be made within clear parameters. All decisions will be lawful, reasonable, and fair.

A **"suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. 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.

An **"exclusion"** is defined as the permanent removal of a pupil from the school, 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 pupils or staff in the school.

The school pays due regard to the principal legislation, namely:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2022) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## 2. Scope and Purpose

This policy covers all students in the Bishops' Blue Coat CE High School. We are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the school. The Headteacher will pay due regard to the SEND Code of Practice when suspending a child with an identified need.

A student may be suspended for one or more fixed term periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. Students can be suspended for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Usually, the Headteacher will suspend for one, two- or three-days following consideration of:

- Information provided by the student.
- Any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to child on child abuse including bullying.
- Consideration of whether the student has received multiple suspensions, is a member of a vulnerable group and whether suspension is serving as an effective sanction.
- Consideration of the strategies used to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour

The school has the duty to arrange for education if a suspension goes beyond five days.

The purpose of this policy is to provide clarity to stakeholders.

### **3. Roles and Responsibilities**

#### **The Headteacher**

Only the Headteacher has the power to suspend or exclude a student from the school and is able to decide whether either a suspension or exclusion is appropriate. When establishing facts, the Headteacher must apply the civil standard of proof: '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'.

The Headteacher may cancel any suspension or exclusion that has already begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board.

The Headteacher will consider the reinstatement of a suspended student, where:

- The exclusion is permanent.
- The suspension would bring the student's total number of suspended school days to more than 15 in any given term.
- The suspension would result in the student missing a public examination.

Following the Headteacher's decision to suspend a student, they will ensure that parents, carers, and/or social worker are informed of the period of suspension and the reasons behind this.

The Headteacher has the right to direct a child to off-site education. A permanent managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family. Parents will be informed initially by telephone and, if possible, in a face-to-face meeting. This will be followed up with a letter.

The Headteacher must notify the Governing Body immediately in the case of a permanent exclusion or where a suspension extends beyond five days. They must also inform the Local Authority of any permanent exclusion.

Suspension and permanent exclusion criteria is referenced in the School Behaviour Policy. There must be evidence that the school has used a range of strategies to try to improve the situation where there have been longer-term issues.

The Headteacher will not postpone taking a decision to suspend a student due to a police investigation being underway, or any criminal proceedings that are in place but will be mindful evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

The Headteacher's consideration and any decision to exclude will be made as soon as practicable after the incident(s) to which the suspension or permanent exclusions relates.

### **The Parent/Carer**

The parent/carer may write to the Governing Body to ask them to review a suspension, although the Governing Body does not have the power to overturn such a decision if it is less than five days. Parent/carer's do have the right to be informed of any suspension and have the right to attend a Pupil Disciplinary Committee, hereafter PDC. A parent/carer may make representation if a fixed-term exclusion is more than five days.

The parent has a duty to ensure their children are not in a public place at any time during the school days where they are suspended. Failure to comply with this could lead to a fixed penalty notice or prosecution.

In the case of a permanent exclusion, a meeting will be arranged, and the parent may arrange representation and / or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

### **The Governing Body**

In the case of a suspension where the student's total number of suspended days is more than five but less than 15 school days within a term, if requested by the parents and carers, the PDC will consider suspensions within 50 school days of receiving notification. The PDC will set out its decision in writing to the parents.

In the case of a permanent exclusion, the Schools' PDC (at least 3 governors,) must arrange a hearing within 15 days of receiving the notification. The Governing Body must ensure the student's name is removed from the school roll once 15 days have passed since the parents have been notified. In the case of an application to an independent review panel, the school should wait to remove the student from the school roll. The Governing Body does not have the right to overturn the Headteacher's decision to suspension for less than five days. In the case of a suspension of less than five days, the PDC may hear a parent's representation but does not have the power to reinstate. The PDC will set out its decision in writing to the parents.

### **The Local Authority**

In the case of a permanent exclusion, the local authority must arrange suitable full-time education no later than the sixth day of exclusion.

### **An Independent Review Panel**

An independent review panel does not have the power to direct the Governing Body to reinstate an excluded student. If they consider the Governing Body's decision is flawed, it can direct the Governing Body to reconsider its decision.

## **4. Prevention and Procedures**

The school will make full use of the commitment implicit in school choice and the home-school agreement. The school will not suspend a student unless it is necessary to do so, such as in response to serious or continuous breaches of the schools' Behaviour Policy or if allowing the student to continue in school would harm the education or welfare of other students or staff.

Other than in the case of serious one-off incidents, the permanent exclusion of students will be the final sanction at the end of a lengthy series of supportive procedures.

### **Off-site Direction**

Where interventions or targeted support have not been successful in improving a student's behaviour, a Headteacher can direct a student to off-site provision. Depending on the individual needs and circumstances of the student, off-site direction can be agreed at another mainstream school as a 'step out', or alternative provision. This can be full-time or a combination of part-time support 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. Alternative options should also be considered once the time limit has been reached, including a Managed Move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. During the off-site direction, students will remain on roll at Bishops' and be 'dual registered'. Pastoral teams will work closely with students and other providers to evaluate provision.

Students who have a Social Worker

**(including 'looked-after children' and 'previously looked-after children')**

Where a student has a social worker, for example, 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 school should inform their Social Worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

All stages of preventative and supportive work are documented, and parents are always informed of any action taken by the school. Continuous misbehaviour will bring the student to the point of exclusion. It should be noted that, in order to progress to this stage, the student must have seriously contravened school expectations, either by a one-off exceptional circumstance where either the law is broken, or the student is 'beyond the control of the school' or by persistent disruptive/defiant behaviour.

## **5. Reintegration**

Following any suspension, the school will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and to discuss the student's reintegration/readmission. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

## **6. Review of Policy**

The Headteacher in conjunction with the Governing board will review this policy.

## **7. Appendices**

- Readmission Meeting Form

# THE BISHOPS' BLUE COAT HIGH SCHOOL

## Reintegration Meeting Form

**Name:**

**T/Group:**

**Date of suspension**

**Number of Days:**

**Date of Readmission Meeting:**

**Reason for suspension**

**People present at reintegration meeting**

**Main Points of Discussion:** (use separate sheets if necessary)

**Reintegration agreement:**

**Review date for targets to be reviewed:**

**Support in place for student (tick those which apply):**

Support within School		Other Agencies	
TIR		CAMHS	
YLIR		Ed Psych	
Senior YL Critical Contract		Social Services	
SEND support		Youth Services	
Counselling		Counselling	
Pastoral support		YOTs/Police	
Chaplaincy		School nurse	
Parenting course (Youth Connect 5)		Health	
Change of Form/Class/Set		Careers	
Modified/reduced Timetable		Virtual school	
Time Out		Children in Cheshire Care Support Team	
Collapsed detentions		Young carers	
Step Out		Catch-22	
Behaviour Pathway completed		Turning Point	
Reasonable adjustments R2L		Others – please specify	
Others – please specify			

**Has a TAF been offered to this family? Please give details of TAF offer/provision.**

<https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/team-around-the-family/taf-a-guide-for-parents-and-carers>

**Has the following information been shared with parents at the meeting?**

<b>IRIS behaviour records (including BEST points) – check parent and student have IRIS log ins</b>	<b>Y/N</b>
<b>Attendance records from SIMS</b>	<b>Y/N</b>
<b>Student educational passport if relevant</b>	<b>Y/N</b>
<b>Last monitoring report</b>	<b>Y/N</b>
<b>Behaviour Expectations document (e.g home school agreement)</b>	<b>Y/N</b>
<b>TAF link</b>	<b>Y/N</b>

**Signature (School) .....**

**Signature (Student) .....**

**Signature (Parent/Guardian) .....**

(Sometimes signatures will not be included e.g. where the readmission meeting has been conducted by phone or where this form is written up after the meeting)