

Ethos Academy Trust

# Suspensions Policy

October 2024

1	Summary	Suspensions Policy			
2	Responsible person	Emma McManus			
3	Accountable ELT member	Mark Richardson			
4	Applies to	All Staff			
5	Trustees and/or individuals who have overseen development of this policy	Lorna Wright			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Emma McManus			
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## Statement of Intent

At Enrich Academy we understand that good behaviour and discipline is essential for promoting a high-quality education. The Academy's first priority is the responsibility to safeguard and promote the welfare of all our students. Enrich Academy embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our students, parents/carers, local schools and the wider community.

### Our Core Values represent the missions of Ethos Academy Trust.

#### **Leading with Integrity**

- Championing honesty and transparency
- Building trusting relationships

#### **Thinking innovatively**

- Finding creative solutions
- Meeting individual need

#### **Encouraging freedom and responsibility**

- Working collaboratively
- Investing in effective partnerships

#### **Celebrating achievement**

- Improving academic progress
- Enriching personal development

#### **Improving continuously**

- Raising Standards
- Developing strong and effective leaders

The Academy has created this policy to clearly define the legal responsibilities of the Head of School, Academy Performance Review Committee and LA when responding to student suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a student's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a student from the school for behaviour management purposes. A student 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 student from the school, in response to a serious breach or persistent breaches of the school's Behaviour and Relational 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.

Amongst other actions, the trust recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour and Relational Policy. The focus on unconditional positive regard, restorative practice

and embedding the Thrive approach will significantly reduce the need for suspension. Alternatives to suspensions are always sought, where possible, and the emphasis remains on ensuring students are offered an appropriate timetable, personalised to their individual needs. However, when considering appropriate next steps, including sanctions, the Head of School must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of themselves and others is paramount. The Academy strongly feels that suspensions must be used only as a very last resort. On rare occasions, suspensions are issued and carried out in line with the current DfE suspensions guidance; on these occasions a structured re-integration takes place which involves the Senior Leadership Team and/ or the Behaviour Support Team, student and their families. For those students with an EHCP, academies will liaise with the SENDCO and/ or Executive SENDCO to consider how we can continue to meet the students' needs.

## 1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Student 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 student referral units in England, including student movement'
- DfE (2022) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Behaviour and Relational Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding & Child Protection Policy

## 2. Roles and Responsibilities

The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of CLA
- Arranging suitable full-time education for any student of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing students' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The trust is responsible for:

- Arranging for an independent review panel hearing to review the decision of the Academy Performance Review Committee not to reinstate a permanently excluded student where required.

The Academy Performance Review Committee is responsible for:

- Providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any student of compulsory school age who is suspended, where required.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a student missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a student to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of students.
- Considering the interests and circumstances of the suspended or excluded student, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the student's education record, along with copies of relevant papers for future reference.
- Notifying the student's parents/carers, Head of School and the LA of its decision and the reasons for it, without delay.

- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a student's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a student where directed to do so by the suspensions and exclusions review panel.

Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

The Head of School is responsible for:

- Implementing good levels of discipline to ensure all students can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to students with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a student has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a student has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual students, particularly those with SEND, those eligible for FSM, CLA and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of students with additional needs.
- Determining whether a student will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the Academy Performance Review Committee, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a student.
- Ensuring they have considered their legal duty of care when sending a student home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a student's parents without delay where the decision is taken to suspend or exclude the student, including the days on which the parents must ensure the student is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.



- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a student where appropriate, as well as the student's home authority if required.
- Notifying the Academy Performance Review Committee once per term of any exclusions in the headteacher's report to governors.
- Organising suitable work for excluded students where alternative provision cannot be arranged.

### 3. Grounds for Suspension or Exclusion

The school will only suspend or exclude a student where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour and Relational Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a student:

- 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
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Unsafe behaviour that poses a risk to the health and safety of others

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, students can be permanently excluded following a suspension, where further evidence is presented. In all cases, Head of School decide whether a student will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

### 4. The Head of School's Power to Suspend and Exclude

Only the Head of School 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. All suspensions and exclusions will only be issued on disciplinary grounds.

The Head of School is able to suspend students where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The Head of School is also able to consider a student's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in accordance with the school's Behaviour and Relational Policy.

When sending a student home following any suspension or exclusion, the Head of School will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a student will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the Head of School will take into account their legal duties under the

Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a student's suspension or exclusion on these grounds.

The Head of School will apply the civil standard of proof when considering the facts related to a suspension or exclusion, meaning that, 'on the balance of probabilities,' it is more likely than not that the facts are true. Statements will be collected from staff and students involved in or witness to the incident, and, where necessary, CCTV footage will be reviewed.

The Head of School 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 Academy Performance Review Committee. Where a suspension or exclusion is cancelled, the Head of School will notify the student's parents, the Academy Performance Review Committee, the LA, and, where relevant, the virtual school head (VSH), the student's social worker and the student's Youth Justice Service (YJS) worker. The Head of School will offer the student's parents the opportunity to meet with the Head of School to discuss the circumstances that led to the cancellation of the exclusion, and the student will be allowed back into school.

The Head of School will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the Academy Performance Review Committee once per term, to allow the Academy Performance Review Committee to have appropriate oversight.

The Head of School will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a student home to 'cool off', regardless of whether the parents have agreed to this. The Head of School will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the school's student information system.

## 5. Factors to Consider when Suspending or Excluding a Student

When considering the suspension or exclusion of a student, the Head of School will:

- Allow the student the opportunity to present their case once evidence has been collected.
- Take into account 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 bullying.
- Take into consideration whether the student has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

The Head of School will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- CLA
- Students eligible for FSM
- Students with SEND
- Certain ethnic groups

Where any member of staff has concerns about vulnerable student groups and their behaviour, they will report this to the Head of School, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response. If the student continues to endanger the physical or emotional wellbeing of other students or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a student with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

Where a student with SEND or SEMH issues is excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these students are closely tracked and showing that the school has a close relationship with the student's next destination.

The Head of School will work in conjunction with the parents of any student with additional needs to establish the most effective support mechanisms.

## 6. Preventative Measures

Before taking a final decision to exclude, the Head of School will consider alternatives to a suspension or exclusion.

### **Off-site direction**

The Head of School will decide, in communication with the student and their parents, whether off-site direction is an appropriate solution to manage a student's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, a referral will be made on Provision Map for this to be discussed further and actioned at the next provisions meeting. The next steps will be discussed with the student and their parents to agree a plan for the off-site direction, including a proposed maximum period of time that the student will be at the offsite and any alternative options that will be considered once the time limit has been reached.

The Head of School will notify parents, the LA, and where relevant, the virtual school head (VSH), the student's social worker and the student's Youth Justice Service (YJS) worker in writing with information about the off-site direction no later than two school days after the decision has been made.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the Head of School; the Head of School, where possible, will ensure that review meetings are convened at a time suitable for the student's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the Head of School hold a review meeting, the Head of School will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

The Head of School will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

## 7. Duty to Inform Parents

Following the Head of School's decision to suspend or exclude a student, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The Head of School will inform the parents in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reasons for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the Academy Performance Review Committee, including how the student will be involved in this and how the representations will be made
- Their right to attend a meeting where there is a legal requirement for the Academy Performance Review Committee to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the student to continue their education prior to the organisation of any alternative provision, or the student's return to school
- Relevant sources of free, impartial information

Where the student is of compulsory school age, the Head of School will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the Head of School has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the student to identify the person they should report to on the starting date

Where the Head of School is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the student beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the Head of School is able to give less than 48 hours of notice, with parental consent.

If the Head of School has decided to suspend the student for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents.

## 8. Duty to Inform the Academy Performance Review Committee and Local Authority

The Head of School will inform the Academy Performance Review Committee, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the student)
- Any suspensions which would result in the student being suspended for more than 15 school days in a term

For any suspensions and exclusions, other than those above, the Head of School will notify the Academy Performance Review Committee once per term.

The Head of School will inform the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the Academy Performance Review Committee and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If a student who is suspended or excluded lives outside the LA in which the school is located, the Head of School will notify the student's 'home authority'.

Where a parent has requested the Academy Performance Review Committee to consider the suspension or exclusion, within the academy trust members are trained around exclusion.

## 9. Duty to Inform Social Workers, the Virtual School Head (VSH) and Youth Justice Service (YJS)

When a student has been suspended or excluded, the Head of School will, without delay, notify the student's social worker, if they have one, the VSH, if they are a looked-after child, and the Youth Justice Service worker, if they are involved with YJS. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers YJS and/or the VSH will also be informed when a meeting of the Academy Performance Review Committee is taking place, and will be invited to attend the meeting should they wish to do so.

## 10. Arranging Education for Suspended and Excluded Students

For any suspensions of more than five school days, the Head of School will arrange suitable full-time education for the student, which will begin no later than the sixth day of suspension. Where a student receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the student from the sixth day of exclusion.

The Head of School is aware that it is beneficial to suspended and excluded students to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the Head of School will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the student.

If a student with SEND has been suspended or excluded, the Head of School will ensure that:

- Any alternative provision is arranged in consultation with the student's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the student's needs are reassessed, in consultation with the student's parents.

## 11. Considering Suspensions and Exclusions

The Academy Performance Review Committee will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the Head of School, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Any meeting to consider reinstatement of a student will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

Where it is appropriate to the student's age and level of understanding, the student will also attend any consideration meeting, and will be enabled to make a representation on their own behalf if they desire to do so.

The Academy Performance Review Committee will consider the reinstatement of a suspended or excluded student, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the student's total number of suspended school days to more than 15 in any given term.

In the case of a suspension where the student's total number of suspended days is more than 5 but less than 15 school days within a term, if parents make representations, the Academy Performance Review Committee will consider suspensions within 50 school days of receiving the notice of



suspension. If the parents/carers do not make representations, The Academy Performance Review Committee is not required to meet and it cannot direct the Head of School to reinstate the student.

Where a suspension will take a student's total number of school days out of school above five but less than 15 for the term, and parents have not requested an Academy Performance Review Committee meeting, the Academy Performance Review Committee will not be required to consider the student's reinstatement but it will have the power to do so if it deems it appropriate.

Where a suspension will not bring a student's total number of days of suspension or permanent exclusion to more than five days in a term, the Academy Performance Review Committee will consider all representations made by parents; however, the committee cannot direct the reinstatement of the student and it is not required to arrange a meeting with parents.

When considering the reinstatement of a student, the Academy Performance Review Committee will:

- Only discuss the suspension or exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow students and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or excluded student to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the student, including the grounds for suspension or exclusion.

## 12. Reaching a Decision

After considering suspensions and exclusions, the Academy Performance Review Committee will either:

- Decline to reinstate the student.
- Direct the reinstatement of the student immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the student has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the Academy Performance Review Committee will still consider whether the student should be officially reinstated, and whether the Head of School decision to suspend or exclude the student was fair, lawful and proportionate, based on the evidence presented.

The Academy Performance Review Committee will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the Academy Performance Review Committee will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.

- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the student was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the Academy Performance Review Committee in relation to the decision.
- Record the outcome of the decision on the student's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the student.

### 13. Notification of Considered Suspensions and Exclusions

The Academy Performance Review Committee will notify the parents of the suspended or excluded student, Head of School, and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the Academy Performance Review Committee decides not to reinstate the student, they will notify the parents:

- That the exclusion is permanent.
- Of their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a student's SEND is considered relevant to the exclusion.
- That, regardless of whether a student has been identified as having SEND, the parents have a right to require the Academy Performance Review Committee to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The Academy Performance Review Committee will also notify parents that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the Academy Performance Review Committee will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

### 14. Removing Excluded Students from the School Register

The Head of School will remove students from the school register if:



- 15 school days have passed since the parents were notified of the Academy Performance Review Committee's decision not to reinstate the student and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following an exclusion.

If an application for an independent panel review has been made within 15 school days, the Head of School will wait until the review has been determined, or abandoned, and until the Academy Performance Review Committee has completed any reconsideration that the panel recommended or directed it to carry out, before removing the student from the school register.

If a student's name is to be removed from the register, the Head of School will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the student normally resides.
- The grounds upon which the student's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the student's name was removed.

If a student's name has been removed from the register and a discrimination claim is made, the student may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a student's name remains on the admissions register, the appropriate code will be used to mark the student's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

## 15. Independent Review Panel

The LA will review the Academy Performance Review Committee's decision not to reinstate an excluded student if the parents submit their application for this within the required time frame.

The LA will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years
- A headteacher or individual who has been a headteacher within the last 5 years

Parents are required to submit their applications within:

- 15 school days of the Academy Performance Review Committee's notification of their decision.

- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the Academy Performance Review Committee's initial consideration of the exclusion.

The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

## 16. Appointing a SEND Expert

If requested by parents in their application for an independent review panel, the LA will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The LA will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the LA will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the LA, they will not have had any previous involvement in the assessment or support of SEND for the excluded student, or siblings of the excluded student. The LA will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the LA to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to meet its duties within the statutory time frame, the LA will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The LA will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

## 17. The Role of the SEND Expert

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the student's SEND.

The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded student, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the student's exclusion.

Where the school does not recognise that a student has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the student may potentially have, and any contribution that this could have made to the circumstances of the student's exclusion.

The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

## 18. Appointing a Clerk

The LA will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

Where a clerk is appointed, the LA will ensure that the clerk did not serve as clerk to the Academy Performance Review Committee when the decision was made not to reinstate the student.

## 19. The Role of the Clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded student wishes to attend the panel hearing, taking reasonable steps to enable the student to feedback their views, irrespective of their attendance.

- Identify, in advance of the meeting, whether any alleged victims of the incident leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel is able to hear from any witnesses to the incident leading to the exclusion, taking into account the fact that some of these people may be students at the school. Students under 18 will not be allowed to appear in person without parental consent.
- Inform the parents, Head of School and Academy Performance Review Committee that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
  - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
  - Informed about who is attending the meeting, and what their roles are.
- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

Where a clerk is not appointed, the LA will undertake the functions outlined above.

## 20. The Duties of the Independent Review Panel

The role of the panel is to review the Academy Performance Review Committee's decision not to reinstate an excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.

Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the Academy Performance Review Committee reconsiders reinstatement
- Quash the decision and direct that the Academy Performance Review Committee reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the student, parents, Academy Performance Review Committee, Head of School and LA.

## 21. Reconsidering Reinstatement Following a Review

Where the independent review panel instructs the Academy Performance Review Committee to reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision.

The school is aware that if, following an instruction to reconsider, the Academy Performance Review Committee does not offer to reinstate the student, then the school will be required to make a payment of £4,000 directly to the LA area in which the school is located.

Where the independent review panel recommends that the Academy Performance Review Committee should reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision. The school is aware that if, following a recommendation to reconsider, the Academy Performance Review Committee does not offer to reinstate the student, it will not be subject to a financial adjustment. If, following reconsideration, the Academy Performance Review Committee offers to reinstate the student but the parents decline, no adjustment will be made to the school's budget.

Following reconsideration, the Academy Performance Review Committee will notify the parents, Head of School and LA of their reconsidered decision and the reasons for this.

## 22. Criminal Investigations

The Head of School will not postpone taking a decision to suspend or exclude a student due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the Head of School when deciding to suspend or exclude a student where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the Academy Performance Review Committee is required to consider the Head of School's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

## 23. Reintegration Strategy Following Suspension or Exclusion

Reintegration is a journey, where breaking the negative cycle of exclusion is vital. The route will be different for each student, but the goal of making sure that the student feels safe and ready to learn will be the same.

### A time for reflection

Reintegration needs to be productive and meaningful, not simply a return to school following exclusion. It's in everyone's best interests to spend time and effort in the short term to overcome the barriers to the student's inclusion. Suspensions and exclusion will be used constructively to resolve the situation and ensure positive and appropriate support is in place for everyone. The trust ensures that the aim of reintegration is inclusion and not to place impossible demands on the student. However, if a pupil presents as not ready for readmission at this meeting, then the reintegration meeting will be rearranged for the following day. If this is the case, a further day suspension will be issued and would require the E code on the register.

Key features of successful reintegration:

- The whole school community accepting and adhering to a genuinely inclusive and accepting ethos.
- Students being listened to and having their point of view understood
- School staff building a stable, trusting and nurturing relationship with the student.
- Aiming to reduce student's anxiety/stress so that they increase their resilience and willingness to engage in learning.
- Working to facilitate positive peer relationships.
- Forming a positive and constructive relationship with parents, carers and other professionals.
- Staff working together as a team, supporting one another; looking for solutions together and agreeing consistent approaches.
- Good partnership work across education, health and care.
- Using strategies to help a student to communicate in a way that meets their needs.
- Being clear what action will be taken if the student reaches crisis.

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

The academy will ensure that the aim of reintegration is inclusion and not to place impossible demands on the student. They will find the best match between the individual student's needs and the educational provision and make the necessary reasonable adjustments. Successful reintegration is dependent on establishing an environment where a culture of inclusion, commitment to serving the needs of all students and availability of appropriate resources.

To avoid repetition of behaviour that led to the suspension, the student will be involved in the reintegration process and told of arrangements, including details that might seem trivial. The student's return to school should also be viewed by all as a 'fresh start'.

For a student whose behaviour can cause staff concern, the students' risk assessment will be updated which will include control measures (proactive interventions to prevent risk; early interventions to manage risk and reactive interventions to respond to adverse outcomes). The risk assessment will not only list those potentially harmful behaviours, how likely they are to occur and how serious the adverse outcomes could be, but also what the possible triggers might be and what strategies and interventions the school will employ to reduce those risks. By thoroughly exploring the risks of a student's potential behaviour, triggers may be either eliminated altogether, through reasonable adjustments, or staff made aware of the early warning signs and be able to take timely action to avoid escalation of behaviour.

Where necessary, the academy will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

See appendix E for reintegration flowchart.

## 24. Training Requirements

The LA will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of Head of School, Academy Performance Review Committees and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

## 25. Using Data

The Head of School will ensure that all data regarding suspensions and exclusions is collected and provided to the Academy Performance Review Committee on a termly basis. The Academy Performance Review Committee will review this data regularly in order to:

- Consider the level of student moves and the characteristics of students who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- Gather information on students who are taken off the roll and those who are on the roll but attending education off-site.
- Determine whether there are any patterns of suspensions and exclusions across the trust.
- Consider the effectiveness and consistency in implementing the Behaviour and Relational Policy.
- Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary.
- Understand the characteristics of suspended and excluded students and evaluate equality considerations.
- Gather information on where students are receiving repeat suspensions.
- Evaluate interventions in place to support students at risk of suspension and exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.
- Analysing whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives.

## 26. Monitoring and Review

This policy will be reviewed annually by the Head of School in conjunction with the Academy Performance Review Committee.

All members of staff will be required to familiarise themselves with this policy as part of their induction programme.



## Appendix A: Model Letter Adaptation

Date.. /../..

Dear **Name**,

I am writing to confirm that I have today decided to suspend **Name** from **(Name of academy)** for a fixed period of ..... The suspension will begin on **Date** and ends on.....

**Name** will be expected back into school on the morning of .....

I realise that this decision may well be upsetting for you and your family but the decision to suspend **Name** has not been taken lightly. My reason for suspending **Name** from **(Name of academy)** is because of .....

A work pack is enclosed with this letter for **Name**. **Name** is expected to complete this work during the period of **his/her** suspension. You may bring this work into school on....., when **he/ she** returns.

If **Name** is entitled to free school meals, please contact **Staff Name and contact info** to discuss how this can be facilitated.

To aid **Name** return to school it is important that a meeting is arranged to discuss **his/her** reintegration. I will be pleased to do so on **Date/Time**. **Name** should not enter the academy before this point. If this is not convenient, please contact the academy to arrange a mutually convenient date and time.

The number of days that **Name** has currently been suspended for this term is.....day/s.

**(Delete if not applicable 1-5 days in a term)**

You have the right to make representations about this decision, either in writing or in person, to the Trust's Discipline Committee (**Contact info**). They must consider any representations made by parents for suspensions of one to five days but are not required to arrange a meeting at this time. Whilst the discipline committee cannot direct reinstatement, they must consider any representation you make and may place a copy of their findings on your child's school record.

**(Delete if not applicable 6 -15 days in a term)**

As the total number of days of suspension exceeds more than five school days in one term the committee must meet if you request it to do so. The latest date by which the committee must meet is **(Date) — no later than 50 school days from the date the committee is notified of this suspension**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative, please **contact (name of contact) on/at (contact details - address, telephone number, email)**, as soon as possible. **(Name)** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at

the academy. Also, please inform (contact) if it would be helpful for you to have an interpreter present at the meeting.

If your child has a social worker or is looked after, the social worker or the Virtual School Head will also be able to attend the meeting and make representations.

**(Delete if not applicable 15 + days in a term)**

As the length of the suspension is more than 15 school days in total in one term the Trust's Discipline Committee **must** meet to consider the suspension. You have the right to make written representations and make representations in person to the discipline committee. The latest date on which the committee can meet is **(Date)** — **no later than 15 school days from the date the Discipline Committee is notified**. Please contact **(name of contact)** on/at **(contact details — address, phone number, email)**, as soon as possible if you wish to make representation to the committee and wish to be accompanied by a friend or representative. **(Name)** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the academy. Also, please inform **(contact)** if it would be helpful for you to have an interpreter present at the meeting.

If your child has a social worker or is looked after, the social worker or the Virtual School Head will also be able to attend the meeting and make representations.

You also have the right to see and have a copy of **Name's** education record. Should you wish to be supplied with a copy you will need to notify me in writing. However, there may be a charge for photocopying.

#### **Additional information & support:**

You should be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to First Tier Tribunal (SEN and Disability) 01325 2893500. Making a claim would not affect your right to make representations to the Trust's Discipline Committee.

A guide to the suspension/exclusion process can also be found on the Ethos Academy Trust website: <http://www.eat.uk.com/permanent-exclusions>

You can also seek advice from the Exclusion Helpline at Wakefield Council on 01924 307319 or [exclusions@wakefield.gov.uk](mailto:exclusions@wakefield.gov.uk). Their website is [School exclusions - Wakefield Council](#)

You may also find it useful to contact the Children's Legal Centre. They can be contacted at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com). They aim to provide free legal advice and information to parents on state education matters or Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Yours sincerely

Emma McManus  
Head of School

## Appendix B: Notification of suspension to Wakefield Local Authority

[www.wakefield.gov.uk](http://www.wakefield.gov.uk)



Corporate Director: Vicky Schofield  
School Exclusion Team 01924 307319

Please return by secure email/Cryptshare to: [exclusions@wakefield.gov.uk](mailto:exclusions@wakefield.gov.uk)

### SUSPENSION NOTIFICATION ACADEMIC YEAR 2024/2025

<b>School/Academy Name</b>						<b>Name of Pupil</b>	
<b>Gender</b>						<b>UPN</b>	
<b>Date on Roll</b> <small>Day/Date/Month/year</small>						<b>Year Group</b>	
<b>Parent/Carer Name</b>						<b>Date of Birth</b>	
<b>Address &amp; Contact tel</b>							
<b>Agencies involved: must include social worker name</b>							
<b>Social Care Status</b> (please highlight one - this must be completed)	<b>Looked After (LAC/CiC)</b> (DT informs VSH & form sent to exclusions without delay)	<b>Child Protection (CP)</b>	<b>Child in Need (CIN)</b>	<b>Targeted Early Help</b>	<b>None of these</b>		

Young carer?	Y/N	SEN support	Y/N	Pupil Premium?	Y/N
FSM?	Y/N	EHC Plan requested	Y/N	EHC Plan	Y/N

Is pupil in school full-time?	Y/N*					
* If not full-time please write in each day, AM & PM, where pupil is. ALL boxes must be completed		Mon	Tues	Wed	Thur	Fri
	AM					
	PM					

<b>Suspension Start Date/1<sup>st</sup> day of suspension</b>	Day / Date in full / year in full
<b>Suspension End Date/last day of suspension</b>	Day / Date in full / year in full
<b>Code for Suspension</b> (Delete not applicable – see codes overleaf)	PP PA VP VA OW BU RA LG DS SM DA DM TH DB MT PH (Up to 3 can be used, all equal weighting, use every code relevant for the incident)

<b>Reason(s) for Suspension / comments</b> (Brief please; <u>must</u> match exact wording in letter - so copy & paste)
--

Autumn Term	Number of days given for this suspension 1 lunchtime = 0.5 days suspension	0
	Previous days this term	0
	Total number of days so far this term (more than 15 days means governors must meet)	0
Spring Term	Number of days given for this suspension 1 lunchtime = 0.5 days suspension	0
	Previous days this term	0
	Total number of days so far this term (more than 15 days means governors must meet)	0
Summer Term	Number of days given for this suspension 1 lunchtime = 0.5 days suspension	0
	Previous days this term	0
	Total number of days so far this term (more than 15 days means governors must meet)	0
<b>TOTAL DAYS THIS YEAR</b> (add up total for Autumn/Spring/Summer)		<b>?</b>

If suspension totals more than 15 days in one term Governing Board must meet by: \_\_\_\_\_  
(and by the 15<sup>th</sup> school day of this suspension)

I have informed the pupil's parent/carer and social worker/VSH (if appr) of this suspension and of their right to make representation to the governing board. A copy of this parental notification is attached.

Headteacher's Signature:

Date:

### Revised DfE Suspension / Exclusion Codes from Sept 2020

CODE	Suspension / Exclusion reason – use up to 3, with equal weighting, but use all codes that cover the incident	Possible examples
PP	Physical assault against a pupil	<ul style="list-style-type: none"> <li>Fighting</li> <li>obstruction and jostling</li> <li>violent behaviour</li> <li>wounding</li> </ul>
PA	Physical assault against an adult	<ul style="list-style-type: none"> <li>obstruction and jostling</li> <li>violent behaviour</li> <li>wounding</li> </ul>
VP	Verbal abuse/threatening behaviour against a pupil	<ul style="list-style-type: none"> <li>aggressive behaviour</li> <li>swearing</li> <li>threatened violence</li> <li>verbal intimidation</li> </ul>
VA	Verbal abuse/threatening behaviour against an adult	<ul style="list-style-type: none"> <li>aggressive behaviour</li> <li>swearing</li> <li>threatened violence</li> <li>verbal intimidation</li> </ul>
OW	Use or threat of use of an offensive weapon or prohibited item	<ul style="list-style-type: none"> <li>carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns</li> <li>carrying any article that has been or is likely to be used to commit an offence</li> <li>cause personal injury or damage to property</li> <li>use of an offensive weapon</li> </ul>
BU	Bullying	<ul style="list-style-type: none"> <li>verbal, physical, cyber bullying or threatening behaviour online</li> <li>racist bullying</li> <li>sexual bullying</li> <li>homophobic, biphobic and transphobic bullying</li> <li>bullying related to disability</li> </ul>
RA	Racist abuse	<ul style="list-style-type: none"> <li>derogatory racist statements</li> <li>racist bullying</li> <li>racist graffiti</li> <li>racist taunting and harassment</li> <li>swearing that can be attributed to racist characteristics</li> </ul>
LG	Abuse against sexual orientation and gender identity (for example, LGBT+)	<ul style="list-style-type: none"> <li>derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</li> <li>homophobic, biphobic and transphobic bullying</li> <li>LGBT+ graffiti</li> <li>LGBT+ taunting and harassment</li> <li>swearing that can be attributed to LGBT+ characteristics</li> </ul>
DS	Abuse relating to disability	<ul style="list-style-type: none"> <li>derogatory statements or swearing about a disability</li> <li>bullying related to disability</li> <li>disability related graffiti</li> <li>disability related taunting and harassment</li> </ul>
SM	Sexual misconduct	<ul style="list-style-type: none"> <li>lewd behaviour</li> <li>sexual abuse</li> <li>sexual assault</li> <li>sexual bullying</li> <li>sexual graffiti</li> <li>sexual harassment</li> </ul>
DA	Drug and alcohol related	<ul style="list-style-type: none"> <li>alcohol abuse</li> <li>drug dealing</li> <li>inappropriate use of prescribed drugs</li> <li>possession of illegal drugs</li> </ul>

		<ul style="list-style-type: none"> <li>• smoking</li> <li>• substance abuse</li> </ul>
DM	Damage to property	<ul style="list-style-type: none"> <li>• damage includes damage to school or personal property belonging to any member of the school community</li> <li>• arson</li> <li>• graffiti</li> <li>• vandalism</li> </ul>
TH	Theft	<ul style="list-style-type: none"> <li>• selling and dealing in stolen property</li> <li>• stealing from local shops on a school outing</li> <li>• stealing personal property (from an adult or pupil)</li> <li>• stealing school property</li> </ul>
DB	Persistent or general disruptive behaviour	<ul style="list-style-type: none"> <li>• challenging behaviour</li> <li>• disobedience</li> <li>• persistent violation of school rules</li> <li>• raising of fire alarms falsely</li> </ul>
MT	Inappropriate use of social media or online technology	<ul style="list-style-type: none"> <li>• sharing of inappropriate images (of adult or pupil)</li> <li>• cyber bullying or threatening behaviour online</li> <li>• organising or facilitating criminal behaviour using social media</li> </ul>
PH	Wilful and repeated transgression of protective measures in place to protect public health	

## Appendix C: Record of Reintegration Meeting

<b>Student Name</b>		<b>Year group/Form</b>	
<b>Staff Present</b>		<b>Meeting Date &amp; Time</b>	
<b>Days suspended</b>		<b>Total days of suspension</b>	

<b>Documentation</b>	<b>Yes</b>	<b>No</b>
Is the student's Risk Assessment up to date?		
Is the student on a current PTT?		
Does the student have an EHCP?		
Are there any external agencies involved?		
If yes for previous question, who?		
Incident report read to the pupil (ARBOR, CPOMS LOGS)		

<b>BEHAVIOUR</b> What led to the suspension, Who was impacted? What can be learned from this?  <b>REFER TO INCIDENT LOGS</b>	“Do you know the reason you were suspended? How do you think that impacted others?”
<b>TRIGGERS/ ANTECEDANT</b> What happened? What caused the behaviour to happen? What can be put in place to prevent it happening again?	“I imagine it was difficult for you when all that happened? I wonder how can we help you if it happens again?”
<b>REGULATION SUPPORT PLAN</b> Is there anything we can do to support you? Timeout, Sensory walks, Movement breaks, Fidgets, Visual reminders etc... Is there a safe space you can go or a key adult in school	“I know when things get really difficult, it's hard to communicate what you need.” “Whilst we are here and you're calm and regulated can you think of think of things that might help you in those situations?”

who we can call when you are becoming distressed?	
<b>GOALS AND TARGETS.</b> Set achievable target for the upcoming week, Check in regularly with form tutor/ BST	“Let’s sit together and agree on a target for this week? What do you think a realistic target would be for you?”
<b>PUTTING IT RIGHT?</b>	“I wonder what you/ We can do to make things right?”

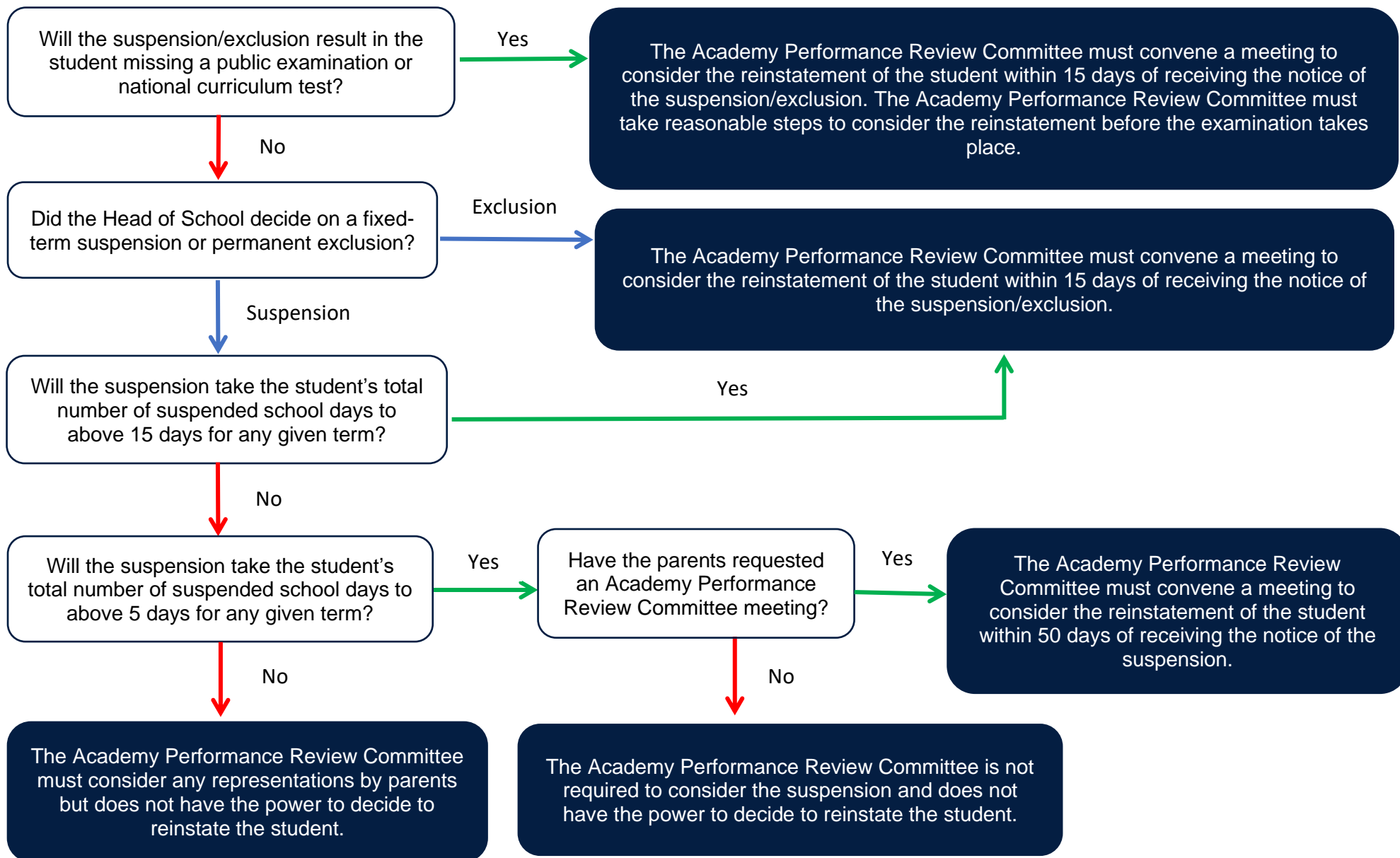
<b>Parent Voice</b>	
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**Is a Restorative conversation / Mediation needed? YES/NO**

<b>Names of staff/ students to attend</b>	
<b>Time and date of restorative session/sessions</b>	
<b>Question prompts:</b> What happened? What were you thinking and feeling at the time? What have you thought about or felt since then? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right? Who can you go to for support?  Completed <input type="checkbox"/>	
<b>1 week review of target</b>	

<b>Was the reintegration successful? (If not, explain why and request further suspension with Head of School)</b>	
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## Appendix D: Flowchart for Reviewing the Headteacher's Suspension or Exclusion Decision





## Appendix E: Flowchart for Reintegration Following a Suspension or Exclusion

