

Croydon Council Model Suspension and Exclusion Policy

Model Suspension and Permanent Exclusion Policy

Policy Owner: Headteacher

Approved by: Governing Board / Trust Board

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1. Purpose

This policy sets out the school's approach to suspension and permanent exclusion. It ensures that decisions are lawful, fair, proportionate and consistent with the Department for Education's statutory guidance **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England**, together with the Education Act 2002, Education and Inspections Act 2006, Equality Act 2010 and all other relevant legislation.

The school is committed to maintaining a safe, calm and inclusive learning environment whilst ensuring that suspension and permanent exclusion are used only where necessary.

Permanent exclusion will always be regarded as a measure of last resort.

2. Scope

This policy applies to:

- All pupils on roll.
- The Headteacher.
- Governors/Trustees.
- School staff.
- Parents and carers.

3. Principles

The school believes that:

- Every child has the right to an education.
- Positive relationships and early intervention prevent behaviour from escalating.
- Behaviour support should be personalised.
- Decisions must be lawful, reasonable, fair and proportionate.
- Pupils should not be excluded because they have additional needs or protected characteristics.
- Suspension and permanent exclusion are disciplinary sanctions and must not be used for non-disciplinary reasons except where specifically permitted by statutory guidance.

4. Legal Framework

This policy is based on:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989

- Children Act 2004
- SEND Code of Practice
- Department for Education Statutory Guidance: *Suspension and Permanent Exclusion* (current edition)
- Children's Wellbeing and Schools Act

5. Responsibilities

5.1 Headteacher

The Headteacher will:

- Promote an inclusive culture.
- Ensure behaviour expectations are consistently applied.
- Consider alternatives before suspension.
- Make lawful decisions regarding suspension and permanent exclusion.
- Notify parents, governors and the Local Authority as required.
- Arrange reintegration meetings.
- Maintain accurate records.

5.2 Governing Board

The Governing Board will:

- Review exclusions where required by law.
- Ensure decisions are lawful and procedurally fair.
- Monitor exclusion data.
- Challenge disproportionality.
- Promote inclusive practice.

5.3 Staff

Staff will:

- Apply behaviour expectations consistently.
- Record behaviour accurately.
- Use restorative approaches where appropriate.
- Seek early support for pupils displaying concerning behaviour.

5.4 Parents

Parents are expected to:

- Support the school's Behaviour Policy.
- Attend meetings when requested.
- Work with the school to improve behaviour.

6. Preventative Measures

Before considering suspension, the school will normally consider:

- Behaviour support plans
- Pastoral support.
- Restorative approaches.
- Mentoring.
- Counselling.
- Education Health and Care Needs Assessment (EHCNA).
- Early Help Referral.
- Local Authority Access to Education offer
- Croydon Councils Secondary Inclusion forum (SIP); (please refer to the most recent guidance)
- Multi-agency support.
- Reasonable adjustments.
- Risk assessments e.g. developing safety plan
- Saffron Valley Collegiate 12-week intervention offer. (Referral via the SIPF)
- Managed support programmes.

The school recognises that suspension should not replace appropriate pastoral or SEND support.

7. Grounds for Suspension

A suspension may be issued where a pupil has seriously breached the Behaviour Policy, including but not limited to:

- Serious physical assault.
- Violence.
- Threatening behaviour.
- Persistent disruptive behaviour.
- Bullying.
- Racist abuse.
- Sexual harassment.
- Sexual violence.
- Drug-related incidents.
- Alcohol-related incidents.
- Possession of prohibited items.
- Deliberate damage.
- Theft.
- Persistent defiance.
- Serious online misconduct affecting the school community.

Each case will be considered individually.

8. Grounds for Permanent Exclusion

Permanent exclusion will only be considered where:

- There has been a serious breach of the Behaviour Policy; and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Examples include:

- Serious violence.
- Serious sexual misconduct.
- Carrying an offensive weapon.
- Serious drug supply.
- Arson.
- Persistent dangerous behaviour despite extensive support.

Permanent exclusion is a last resort.

9. Factors Considered Before Any Decision

Before making any decision the Headteacher will consider:

- The evidence available.
- Witness accounts.
- CCTV where appropriate.
- The pupil's age.
- Previous behaviour.
- Any provocation.
- SEND.
- Disability.
- Mental health.
- Safeguarding concerns.
- Adverse Childhood Experiences where known.
- Whether reasonable adjustments have been made.
- The Equality Act 2010.
- The Public Sector Equality Duty.
- Alternatives to exclusion.

10. Pupils with SEND

The school recognises that behaviour may arise from unmet needs.

Where appropriate the school will consider:

- SEN Support.
- Educational Psychology advice.
- EHCP review.

- Alternative strategies.
- Additional interventions.
- Multi-agency assessment.

Reasonable adjustments will be made for disabled pupils.

11. Children in Care and Vulnerable Pupils

Before exclusion the school will, wherever possible, consult with:

- Virtual School.
- Social Worker.
- Local Authority.
- Parents or carers.
- Other professionals involved.

Additional consideration will be given before excluding:

- Children in Care.
- Previously Looked After Children.
- Pupils with EHCPs.
- Young carers.
- Pupils known to social care.

12. Safeguarding

Safeguarding remains paramount.

Where behaviour may indicate abuse, exploitation or significant harm, safeguarding procedures will be followed alongside behaviour procedures.

Temporary separation for safeguarding purposes may be used where permitted by statutory guidance and will not automatically constitute a suspension.

13. Managed Moves

Managed Moves should be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.

A managed move may be considered where it is in the best interests of the pupil.

Managed moves:

- Must be voluntary.
- Require informed parental agreement.

- Must not be used to avoid permanent exclusion.
- Must have clear review arrangements.
- Must comply with current DfE guidance.

14. Off-site Direction

The Headteacher may direct a pupil off-site to improve behaviour where permitted by legislation. Off-site direction can be used when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. 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.

Parents will receive written information explaining:

- The reason.
- Duration.
- Review arrangements.
- Educational provision.

15. Suspension Procedures

The Headteacher will:

- Investigate fully.
- Consider alternatives.
- Decide whether suspension is proportionate.
- Inform parents without delay.
- Confirm the decision in writing.
- Inform governors and the Local Authority where required.

Work will be provided during the suspension.

Suitable education will be arranged in accordance with statutory requirements

16. Reintegration

Following suspension, the school will arrange a reintegration meeting wherever possible.

The meeting will consider:

- What happened.
- Support required.
- Behaviour expectations.
- Adjustments.
- Monitoring arrangements.

The aim is successful reintegration into school.

17. Permanent Exclusion Procedure

Where permanent exclusion is being considered the Headteacher will:

- Review all available evidence.
- Consider alternatives.
- Ensure the decision is lawful and proportionate.
- Notify parents immediately.
- Inform the Governing Board.
- Notify the Local Authority.

Parents will be informed of their right to make representations.

18. Governors' Review

Where required by legislation, governors will review the Headteacher's decision.

The review will consider:

- Whether the decision was lawful.
- Whether procedures were followed.
- Whether the sanction was proportionate.
- Equality duties.
- Evidence presented.

Governors may:

- Uphold the decision.
- Reinstate the pupil where legislation permits.

19. Independent Review Panel

Parents may request an Independent Review Panel where permitted by legislation.

The panel may:

- Uphold the exclusion.
- Recommend reconsideration.
- Quash the decision and direct governors to reconsider.

20. Recording and Monitoring

The school will monitor:

- Numbers of suspensions.

- Permanent exclusions.
- Repeat suspensions.
- Attendance following suspension.
- Protected characteristics.
- SEND.
- Looked After status.
- Ethnicity.
- Year group.
- Reason for exclusion.

The Governing Board will review trends at least annually.

21. Equality Impact

The school will monitor whether any group of pupils is disproportionately affected.

Where disproportionality is identified, leaders will investigate and take appropriate action.

22. Complaints

Complaints about exclusion decisions will be managed in accordance with statutory procedures.

General complaints relating to this policy may be made under the school's Complaints Policy.

23. Monitoring

This policy will be monitored by the Headteacher and reviewed annually by the Governing Board, or sooner if legislation or statutory guidance changes.

Appendix A – Possible Alternatives to Suspension

- Restorative conference
- Internal intervention
- Behaviour mentoring
- Pastoral support
- Counselling
- An emergency EHCP Annual review meeting.
- Risk assessment
- Early Help
- Managed move (where appropriate)
- Off-site direction
- Multi-agency intervention

Appendix B – Reintegration Checklist

Following suspension, staff should consider:

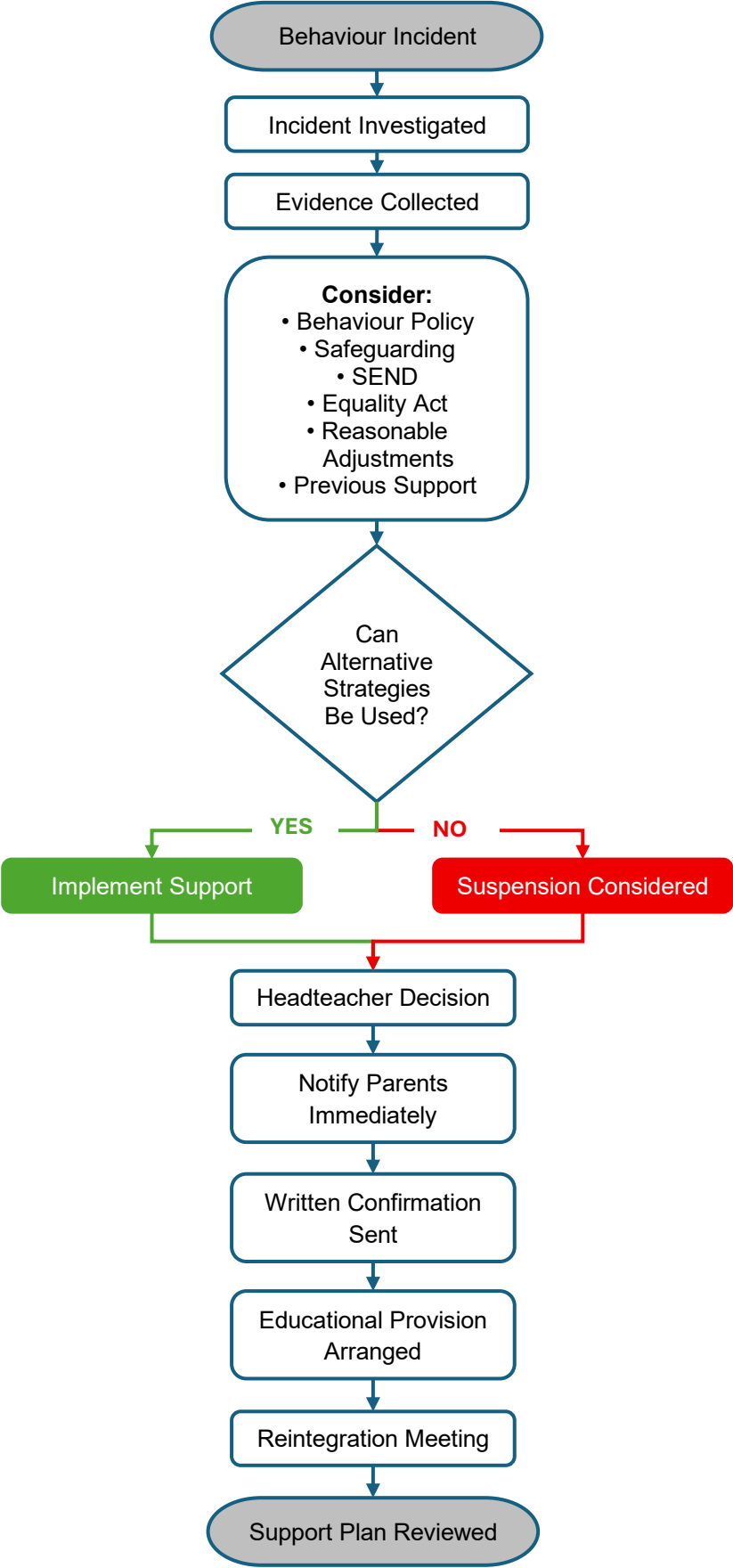
- Updated risk assessment.
- Pastoral support.
- Behaviour targets.
- Family meeting.
- An emergency EHCP Annual Review Meeting.
- Attendance support.
- Curriculum adjustments.
- Wellbeing support.
- Review dates.
- Named key adult

Appendix C – Related Policies

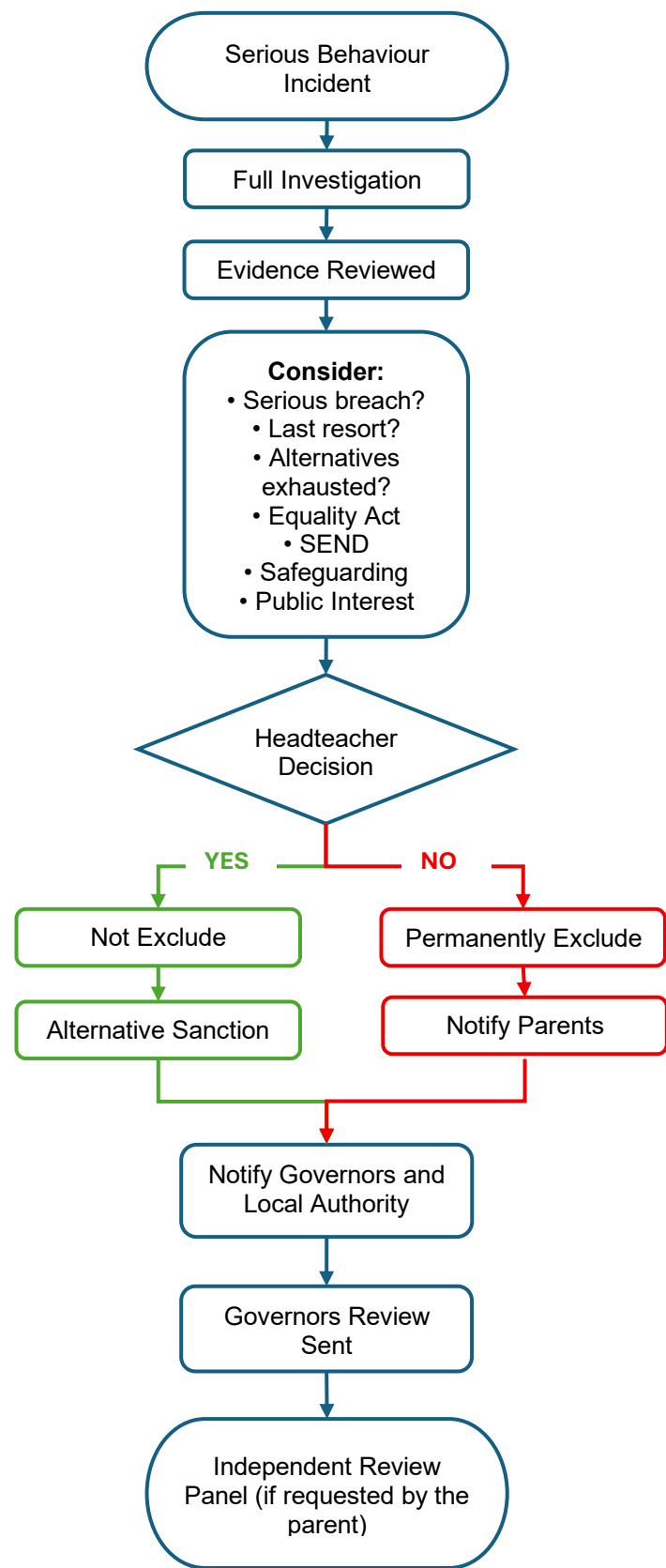
This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Equality Policy
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy
- Searching, Screening and Confiscation Policy

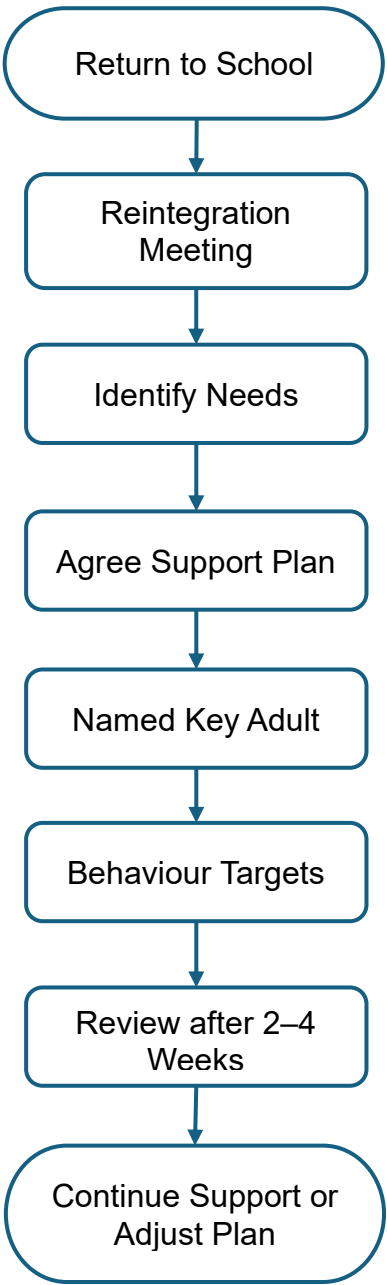
Appendix D – Suspension Decision Flowchart



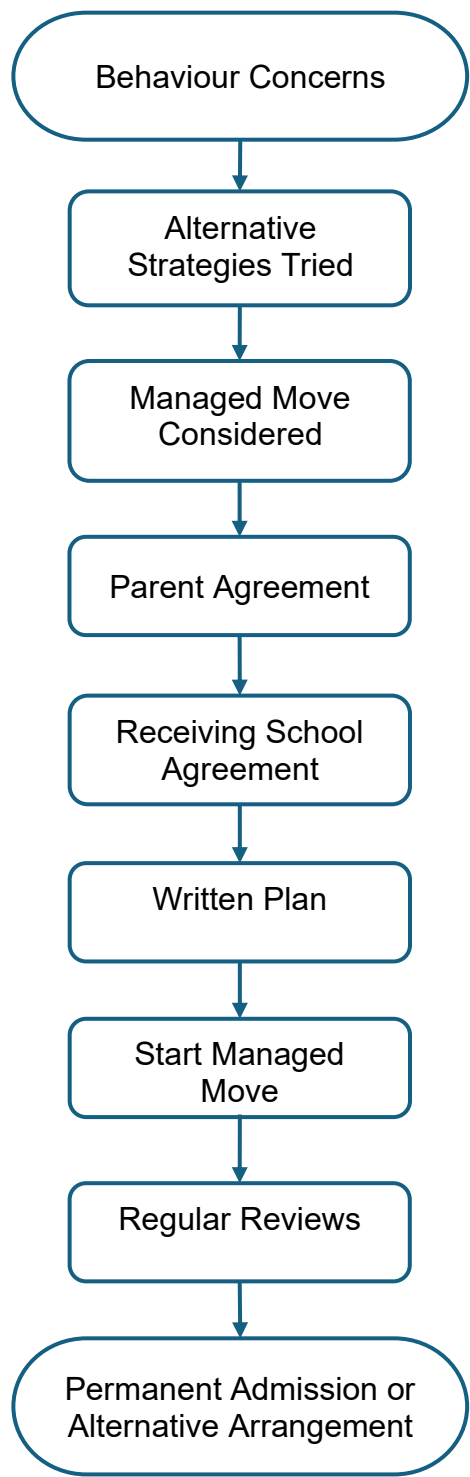
Appendix E – Permanent Exclusion Decision Flowchart



Appendix F – Reintegration Process



Appendix G – Managed Move Process



Appendix H – Exclusion Checklist for Headteachers

Before making a suspension or permanent exclusion decision, confirm:

- ☐ Investigation completed
- ☐ Pupil given opportunity to respond
- ☐ Witness statements considered
- ☐ CCTV reviewed (where applicable)
- ☐ Behaviour Policy followed
- ☐ Equality Act considered
- ☐ SEND considered
- ☐ Reasonable adjustments considered
- ☐ Safeguarding concerns considered
- ☐ Alternatives to exclusion explored
- ☐ Decision proportionate
- ☐ Parents notified
- ☐ Governors notified (where required)
- ☐ Local Authority notified (where required)
- ☐ Reintegration arrangements made