



Phoenix St. Peter Academy



Suspension / Exclusion Policy

Audience:	Children Parents School staff Local Governing Body IEB
The policy owner is:	Mr. Matthew Jordan Associate Headteacher
Policy Version:	1
This policy was ratified by the REACH2 Trust Board on:	n/a
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At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:





Integrity	We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
Responsibility	We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
Inclusion	We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
Enjoyment	Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
Inspiration	Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
Learning	Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
Leadership	REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

1. Aims and Ethos




It is our aim for everyone to achieve the very best they can and experience and celebrate success within our inclusive community, where relationships are based on mutual respect. Everyone has a responsibility to ensure that:

-  learning is the priority.
-  they show respect, courtesy and consideration towards all members of the school community.
-  they are honest and co-operative with others.
-  they follow the rules and procedures of the school.

All members of the school community are expected to contribute positively to the wider community by:

-  promoting a positive image of the school.
-  respecting members of the wider community and their property.

2. Our School Rules

-  We listen and learn.
-  We do our best.
-  We care for each other and our school.

This policy is implemented in line with the Department for Education (DfE).

Statutory Guidance: Exclusion from maintained schools, academies and pupil referral units in England (DfE September 2017). This can be found and read at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf




3. Types of Suspension / Exclusion

There are two types of suspension or exclusion: Fixed Term and Permanent.

Fixed Term exclusions may not be for more than 45 days in any one academic year.

3.1 Key principles linked to exclusion

Suspension / exclusion is a sanction used by our school only in cases deemed as serious breaches of the School Behaviour Policy and, in respect of permanent exclusion, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A child may be at risk of exclusion from school for:

-  Verbal or physical assault of a child or adult;
-  Persistent and repetitive disruption of lessons and other children's learning;
-  Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

- a) A fixed period suspension / exclusion from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If they are unavailable to authorise the exclusion, a decision should be deferred by a SENDCo until the opportunity for authorisation is available.
- b) Fixed period suspension / exclusions cannot exceed more than 45 days in any one academic school year. If a child is receiving multiple suspension / exclusions, the Headteacher will contact the Local Authority (with parental consent) to discuss additional support, a managed move or an alternative placement. Where a child has an EHCP, then we will consider requesting an early or interim / emergency review to discuss provision.
- c) In the case of a permanent suspension / exclusion, this can only be authorised by the Headteacher (or acting Headteacher) and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
- d) Phoenix St. Peter Academy seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and positive behaviour within the school.
- e) Phoenix St. Peter Academy regularly monitors the number of fixed term suspensions / exclusions to ensure that no group of children is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

4. Notification of an Exclusion

- a) Parents will be notified as soon as possible of the decision to suspend / exclude a child and the reason for the suspension / exclusion. This will be done on the day of the suspension / exclusion being authorised, by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension / exclusion will be given or sent to parents/carers.
- b) In the case of a permanent suspension / exclusion, all parents/carers will be notified by the Headteacher in a face-to-face meeting if possible and in writing. A child who has been suspended / excluded will have the reason for his/her suspension / exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- c) Our school will set and mark appropriate work for any child suspended / excluded for a fixed period up to 5 school days. If a fixed term suspension / exclusion extends to a sixth consecutive school day, it is the legal duty of the governing body to provide educational provision for a child. Should it be a permanent exclusion, the responsibility is with the Local Authority (Suffolk County Council, or home authority if applicable).
- d) The school will also work to put in place a programme for the child on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Parent Support Worker, County Inclusive Support Service (CISS) or other specialist support agencies.

- e) Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a fixed term suspension / exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- f) The Headteacher informs the Deputy Director of Education for our Trust, the Local Authority (LA), DfE and the governing body about any permanent suspension / exclusion, and about any fixed-term suspension / exclusions beyond five days in any one term.

5. Children returning from a Fixed Term Exclusion

All children returning from a fixed period suspension / exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between child, parent and our school.

6. Permanent Exclusions

Phoenix St. Peter Academy will only permanently suspend / exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a child because of ongoing issues or even for an extreme 'one-off' incident.

The decision to exclude a child permanently could be taken if:

- a) There has been a serious breach or persistent breaches of the school's Behaviour for Learning Policy / Safety breaches, and
- b) Where allowing the child to remain in school would seriously harm the education or welfare of the child or other people in our school.

If your child has been permanently excluded, be aware that:

- a) the school's Intervention Executive Board (IEB) / Local Governing Body (LGB) is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion if the IEB / LGB confirms the suspension / exclusion, you can appeal to an Independent Review Panel;
- b) the school must explain in a letter how to lodge an appeal;
- c) the local authority i.e. Suffolk County Council must provide full-time education from the sixth day of a permanent suspension / exclusion;

7. Local Governing Body duties, role and appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Pupil Exclusion Committee or Independent Review Panel against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.





If the number of fixed period exclusions exceeds 15 days for a term, the Pupil Exclusion Committee Local Governing Body must convene a meeting to consider reinstatement within 15 days of receiving notice of the exclusion.

If the number of fixed period suspensions / exclusions exceed 5 days in a term but less than 15, parents have the right to request that the Pupil Exclusion Committee of the Local Governing Body convene a meeting to consider reinstatement within 50 days of receiving the notice of the suspension / exclusion.




If the number of fixed period suspension / exclusions is less than 5 days in a term, the Pupil Exclusion Committee of the Local Governing Body must consider any representations made by parents but does not have the power to overturn the Headteacher's decision.

8. Relationship to other school policies

The Suspension / Exclusion Policy should be read in tandem with the school's

-  Attendance & Punctuality Policy – September 2021
-  Behaviour & Positive Relationships Policy – September 2021
-  Single Equalities & Accessibility Policy – September 2021
-  Special Educational Needs Policy – November 2021

9. Monitoring and Review

-  The impact of this policy will be reviewed annually by the IEB / LGB.
-  The Headteacher will provide the IEB / LGB with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
-  The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.