



SUSPENSIONS AND PERMANENT EXCLUSION POLICY FOR KNUTSFORD ACADEMY AND CHESHIRE STUDIO SCHOOL 2023-2024

Policy lead:	Chris Leigh / Hazel Weigh
Last review date:	September 2023
Next review date:	September 2024
Approval needed by:	Head teacher - Karen Key

Monitoring and evaluation

This policy will be reviewed annually by senior leaders and members of the governing body.

Introduction

On the very rare occasions that a student's behaviour cannot be appropriately dealt with through our behaviour policy the headteacher may make the decision that a student needs to be suspended (internally or externally) or on even rarer occasions it may be necessary to consider permanently excluding a student from the school.

- Internal Suspension – student attends school but all lessons are in the RESET Room and is expected to serve a formal detention after school.
- External Suspension – student is not able to attend school for a fixed period of time.
- Permanent Exclusion – student is no longer allowed to attend the school.

Suspension/exclusion is an extreme sanction and one we seek to use only as a last resort in response to a serious breach, or persistent breaches of the behaviour policy. It is used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and is part of a process in helping students understand the impact their behaviour has on themselves and others in the school community. Suspension/exclusion is not seen as a simple punishment, rather a means of maintaining good order and discipline in the school, so that all students can benefit from the opportunities provided.

- Suspension/exclusion from school is only used when it is necessary to maintain good order in the school, and in keeping with clear guidelines.
- All students are treated fairly with respect to suspension/exclusion.
- Parents/carers feel that their children have been treated fairly.
- When suspension/exclusion is necessary, the legal procedures are properly carried out and all concerned know what part they have to play.
- Appropriate records of suspension/exclusions are kept, and that the Governors are kept aware of the pattern of suspension/exclusions and can monitor this pattern, through the Local Governing Board.
- Suspension/exclusion is understood by students and parents to be a legitimate and necessary sanction which can be applied for serious or persistent breaches of expected behaviours.

Only the Headteacher of a school can suspend/exclude a pupil and this must be on disciplinary grounds. Suspension/exclusion is only administered by the Headteacher. The Deputy Headteacher or the Assistant Headteacher (Pastoral) acting in the Headteacher's absence may exclude a student for a serious offence for an initial period of no more than five days and normally only for sufficient time to allow the Headteacher to consider the appropriate length of suspension/exclusion on returning to school.

Internal Suspension – Student attends school but all lessons are in the RESET Room.

Being Internally suspended is a serious sanction and one we seek to use only as a last resort in response to a serious breach, or persistent breaches of the behaviour policy. The RESET room is a functional and purposeful environment in school which is fully resourced to support student learning. It allows students the opportunity to reflect on their behaviour and refocus on the purpose of school.

Internally suspended students do not have access to their phone, work in silence, are escorted to the toilet and complete work from the RESET Room Learning platform. Staff on duty complete a student

work log throughout the day and each student has a restorative conversation which encourages them to reflect on their behaviour and consider how to avoid negative behaviours in the future. Internal suspension runs from 8.40am - 4pm on a Monday - Friday.

Criteria Leading to Fixed Term Suspension:

- There has been a serious or persistent breach of the Behaviour Policy.
- A student's behaviour outside school can be considered grounds for a suspension as stated by national policy and guidance. The school takes the view that suspension/exclusion would be used for behaviour outside school only when there is a potential effect in school or to the school's reputation.
- Allowing the child to remain in school would be seriously detrimental to the education or welfare of the student or to that of others at the school.
- Suspension/exclusion is the appropriate consequence within the Behaviour Policy because of the seriousness of the incident or the student's failure to respond positively to the disciplinary sanctions used already.
- It is a last resort, and the school has taken all reasonable steps to reinforce expectations and compliance.
- The behaviour of a pupil outside school can be considered grounds for a suspension/exclusion.

Criteria: leading to Permanent Exclusion:

- It is the appropriate response to a single serious offence, such as those involving violence, offensive weapons, and the supply of illegal drugs or where the welfare of staff and/or students is threatened. A single incident of this nature may trigger permanent exclusion.
- It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a Pastoral Support Programme.

Before taking a decision to suspend/exclude a student, the Headteacher will:

- Ensure that an appropriate and thorough investigation has been carried out.
- Consider the evidence carefully and ensure that all accounts of the events have been reviewed and the civil standard of proof applied.
- Check whether the incident may have been provoked and consider if there may have been mitigating circumstances.
- Ensure that appropriate consultation has taken place.
- Ensure that the suspension has been made in line with the principles of administrative law – it is lawful, reasonable; fair and proportionate.

The following issues will be taken into consideration:

- The safety & wellbeing of other students and adults.
- The seriousness of the offence committed.
- Other strategies or interventions which have already been tried.
- The student's known educational, safeguarding, and medical needs.
- The support of external agencies in providing alternatives to permanent exclusion.

Behaviour expectations and students with Individual needs and/or Special Educational Needs (SEND):

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Our school endeavors to work collaboratively with the SEND, Safeguarding and Wellbeing teams when considering behaviour.

Our school has a whole-school approach to behaviour that works to meet the needs of all students in the school, including students with SEND. It is important that everyone feels safe and that they belong in a school community which promotes high expectations of all students. Our school promotes a positive, low arousal behaviour culture which helps to create a calm environment which will benefit all students to learn effectively, but especially those with SEND.

All schools need to manage behaviour effectively, regardless of whether or not a student has any underlying needs. Although not every incident of misbehaviour will be connected to an individual's special educational need, our school recognises that some behaviours are more likely to be associated with particular types of special educational need. We give careful consideration to this and make appropriate and reasonable adjustments when issuing sanctions for behaviour.

Our school also provides and offers a wide range of strategies and interventions for students with individual needs and special educational needs to positively support engagement in learning and school. As far as possible, our pastoral team anticipates likely triggers of misbehaviour and puts in place preventative measures to avoid or reduce incidents of negative behaviour.

Suspension / Exclusion Coding:

The school will code any exclusion/suspension using the framework provided by the DFE. The list of categories for exclusion/suspension can be found in the table below.

Code	Description	Reason*
PP	Physical Assault Against a Pupil	<ul style="list-style-type: none">• Fighting• Violent behaviour• Wounding• Obstruction and jostling
PA	Physical Assault Against an Adult	<ul style="list-style-type: none">• Violent behaviour

		<ul style="list-style-type: none"> • Wounding • Obstruction and jostling
VP	Verbal abuse/threatening behaviour against a pupil	<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation
VA	Verbal abuse/threatening behaviour against an adult	<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation
BU	Bullying	<ul style="list-style-type: none"> • Verbal • Physical • Homophobic • Racist
RA	Racist Abuse	<ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
OW	Offensive Weapon	<ul style="list-style-type: none"> • Use or threat of use of an offensive weapon or prohibited item
SM	Sexual Misconduct	<ul style="list-style-type: none"> • Sexual assault • Sexual harassment • Sexual abuse
DA	Drug and Alcohol Related	<ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
DM	Damage	<ul style="list-style-type: none"> • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
TH	Theft	<ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
DB	Persistent Disruptive Behaviour	<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules

LG	Abuse against sexual orientation and gender identity	<ul style="list-style-type: none"> • Verbal • Online • Physical
DS	Abuse relating to disability	<ul style="list-style-type: none"> • Verbal • Online • Physical
MT	Social Media and Online Technology	<ul style="list-style-type: none"> • Inappropriate use of social media or online technology
PH	Transgression of Protective Measures	<ul style="list-style-type: none"> • Wilful and repeated transgression of protective measures in place to protect public health.

*Please note that the “reasons” provided are indicative and not exhaustive.

Procedures for Suspension (Internal & External)/Permanent exclusion:

- Head of Year / Student Behaviour Manager considers if suspension/exclusion is an appropriate sanction and recommends to the Assistant Head (Pastoral) providing all collected evidence of the incident, including CCTV footage, staff and student accounts as appropriate. The Assistant Headteacher will liaise with the Headteacher.
- Parents will be notified of the decision to suspend/exclude without delay. The school will always try to make personal contact to explain the circumstances and to seek their support for our actions.
- Standard formal letter for suspension/exclusion will be typed by a member of the Administrative Team who will record the incident on the school system.
- Where appropriate and necessary Pupil Discipline Committee considers suspension/exclusion.
- If students are externally suspended from school, they are expected to access their schoolwork via the ‘Learning Platform’, which is provided by Heads of Year /Student Behaviour Manager.
- Upon readmission to school students and parent/carer must attend a meeting with Head of Year / Assistant Head and a representative from Student Behaviour Manager and/or Student Support Team. On some occasions the Headteacher may attend this meeting.
- Suspension/exclusions for more than five days may involve education at another institution from the sixth day (see appendix for details of procedure).
- Following suspension/exclusion, a mentor may be allocated for an appropriate period and progress monitored. A Home-School contract may be issued to reinforce expectations. Referrals to support agencies/programmes may be made to support individual needs.
- Where appropriate a meeting will be held between the student, relevant staff, and Assistant Head to reinforce expectations of future behaviour and present appropriate apologies for

behaviour which resulted in suspension/exclusion.

- Any permanent exclusion will be discussed with the Headteacher.

The parents/carers have a duty to ensure the student is not present in a public place in school hours during the period of suspension/exclusion. Parents also have the right to make representations about the decision to exclude to the Governing Body. The Governing Body has no power to direct reinstatement, but it must consider any representations you make and may place a copy of its findings on your child's school record.

Appendix to Suspension/Exclusion Policy

KNUTSFORD ACADEMY /POYNTON HIGH SCHOOL/WILMSLOW HIGH SCHOOL

ARRANGEMENTS FOR SIXTH DAY SUSPENSION/EXCLUSION

Knutsford, Poynton and Wilmslow High School agree to form a partnership to support each other in the delivery of this aspect of suspension/exclusion. We agree that:

- We will generally look to not exclude pupils for over five days except for the most serious offences. The judgement lies in the hands of the school and regular meetings of the designated people managing the process in each school will take place to review where this facility has been used.
- There will be one person in each school whose will oversee and facilitate this process.

Knutsford Academy	-	Assistant Headteacher (Pastoral)
Poynton High School	-	Deputy Headteacher (Pastoral)
Wilmslow High School	-	Deputy Headteacher (Pastoral)

They meet annually to review this process and collaborate.

- When considering a suspension/exclusion over five days, initial contact will be made with the designated person in one or both of the other two schools to explore capacity issues. It is accepted that schools within the partnership will try to be accommodating but will reserve the right to say that they are unable to accommodate an excluded student.
- When a school uses the facilities of one of the other schools for this purpose, it is reasonable to assume that this will be reciprocated by accepting a student from that school as soon as appropriate.

PROCESS

- The origin school considers suspension/exclusion over six days to be required.
- Contact is made with one or both of the other schools to explore the capacity to accept a student. The parents may only be informed that their child will be excluded for more than five days if the capacity exists at one of the other schools and that school has agreed to accept the student.

Upon agreement and within 48 hours, the following will be received by the school accepting the student:

- formal details of the incident for which suspension/exclusion has taken place.
- context, where appropriate.
- any details of SEN.

- details of FSM entitlement, otherwise a student may be expected to provide their own lunch.
 - any other appropriate information that would help the host school to manage the student being received appropriately.
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- Work must be provided. It is generally accepted that the most appropriate work could be set from the virtual learning platform.
 - Upon arrival at the host school, the student should meet briefly with a representative member of staff and expectations of their conduct throughout and arrangements for the day shall be explained.

If a student behaves inappropriately at the host school, their parents will be contacted to collect that student and it will be necessary for the origin school to make alternative arrangements.

In extreme and rare circumstances, the host school may contact the origin school to help with the management of a student. This may be in the event where parents cannot be contacted, and the student is behaving in a way which is affecting the education, health, or safety of other students at the host school.