

St Martins School

Suspension and Exclusion Policy



Policy Date:	November 2024
Next Review Date:	September 2027 - or sooner should updates be required
Policy Owner:	Senior Leadership Team

1 Introduction

- St Martin's exclusion policy sets out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply.
- Suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that teaching and learning, other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- St Martin's School will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Student Exclusions and Reviews) (England) Regulation 2012.
- This policy should be read in conjunction with the Behaviour Policy and the SEND policy for St Martins School.

2 Application of policy

This policy applies to all members of the school community. St Martins will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and students.

3 Types of exclusion

Suspensions and permanent exclusions are different:

- Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A student may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- Permanent exclusions are where, subject to a decision of the Academy Council to reinstate the student to the school, the student is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

4 Roles and responsibilities

- All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

The Head / Principal

- All decisions to suspend or permanently exclude a student will be taken by the Head/Principal after considering all the circumstances and liaising with the relevant Trust National Director. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

The Academy Council

- The Academy Council is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the Academy Council will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the student to the school.

Parent Carers

- Parent Carers will be informed without delay of any suspension or exclusion and that there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every exclusion/suspension letter that is sent from the Head/ Principal.

Students

- All students of the school are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in school life effectively. Where those expectations are breached, the Behaviour Policy will apply.

5 CCTV, witness evidence and student views

- Our school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for **students**, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any relevant Academy Council panel review meeting.
- Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any Academy Council review meeting. All statements will be signed and dated unless the Principal has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- Before taking a decision to suspend or exclude and where appropriate, the Principal will take the student's views into account, considering these in light of their age and understanding, and inform the student about how their views have been factored into any decision made. Where relevant, the student will be given

support to express their view, including through advocates such as parents or, if the student has one, a social worker. The Principal will also take account of any contributing factors identified after an incident has occurred.

6 Reintegration strategy meetings following suspension or off-site direction

- Where a student is suspended or is directed to be educated off-site, upon return to the school both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
 - offer the student a fresh start,
 - help them understand the impact of their behaviour on themselves and others,
 - Teach them to how meet the high expectations of behaviour in line with the school culture, foster a renewed sense of belonging within the school community; and build engagement with learning so that further suspensions are not needed.
 - School staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.
 - The school used various measures to support a student's successful reintegration these may include strategies such as:
 - daily contact with a designated pastoral professional in school.
 - mentoring by a trusted adult
 - use of a report card with personalised targets leading to personalised rewards.
 - ensuring the student receives academic support upon return to catch up on any lost progress.
 - planned pastoral interventions.
 - Well being support, time or intervention from a member of the well being team.
 - regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage.
 - informing the student, parents and staff of potential internal family support or external support from other agencies.

- Whilst reintegration meetings are highly encouraged by the school, students will not be prevented from being admitted to the School or being part of usual timetables lessons because a meeting has not taken place.

Cancelling a suspension or exclusion

- A suspension or exclusion can be cancelled by the Head/Principal as long as the suspension or exclusion has not been considered by the Academy Council exclusion panel. In relation to an exclusion, it cannot be cancelled if the total time the student was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.
- Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Principal in accordance with the Statutory Guidance on Suspensions and Exclusions.

7 Suspensions before a permanent exclusion

- In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Head/Principal will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

8 Directing off-site and managed moves

- Before taking any decision to permanently exclude a student, the Head/Principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- In the case of directing a student off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a student's behaviour where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.
- For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the student will attend the new school for a fixed period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

9 Independent review panels (IRPs)

- The School will work with key partners to arrange the IRP, and requests for an IRP where a permanent exclusion has been upheld should be made to the Trust Director of Governance at governance@shaw-education.org.uk within 15 school days.
- Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

10 Reconsideration by the Academy Council

Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents or may be a reconsideration with only the governing board members and the clerk present.

Remote Meetings

- Any Academy Council exclusion panel meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.
- In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

11 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the principal in accordance with the School's Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

12 Equality impact

Our school does all it can to ensure that its policies do not discriminate against students or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex. Before bringing this policy into effect the School consulted stakeholders via their Academy Council to gain their views and responses. The consultation responses have informed this policy.

13 Monitoring arrangements

School leaders, the Academy Council and SET Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by school leaders and the academy council to ensure the processes and support for students are appropriate:

- the interventions put in place for students at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- the full-time educational provision for students of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - o any previous placements have been evaluated, including support for any applicable SEND
 - o there is a process in place to monitor the student's attendance and behaviour at the provision
 - o the correct attendance code is being used
 - o the student's child protection file and any other information relevant to the student's safeguarding and welfare has been securely transferred to their new setting as early as possible
 - o whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of students
 - o the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
 - o whether the school register and absence codes have been recorded correctly
 - o how the Behaviour Policy is applied and specifically its consistency
 - o the circumstances in which students receive repeat suspensions
 - o whether Personal Education Plans for Looked After Children have been reviewed on a termly basis

SET trustees monitor the data regarding exclusions and suspensions through their work within the Education Standards committee.

Horizons Sixth Form

This policy and the protocols within it apply to the school setting and Horizons. Although Horizons is a post-16 offsite setting, the expectations remain the same as the school setting.

Supported Internship Students

Supported Internship students follow the programme protocol for employment with a three-point warning approach. All warnings are given in consultation with school leadership and by the Educational Tutor and Job Coach. An informal verbal warning can be given as part of the weekly reviews with interns, a formal verbal warning from school leadership team including families in a face-to-face support meeting and a final written warning based on workplace conduct. Immediate request to leave the programme can be given in extreme circumstances and after consultation between all stakeholders following any workplace misconduct behaviour and an investigation. During an investigation interns would be requested not to attend the workplace placement.