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| <b>Title and Description</b> | <b>Behaviour Management, Suspensions and Exclusions Policy</b> |
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| <b>Date of last review</b> | September 2023        |
| <b>Approved by</b>         | Local Governing Board |
| <b>To be reviewed by</b>   | Local Governing Board |
| <b>Responsibility</b>      | Headteacher           |
| <b>Review period</b>       | Annually              |
| <b>Date of next review</b> | September 2024        |

## **BEHAVIOUR MANAGEMENT, SUSPENSIONS & EXCLUSIONS POLICY**

### **1. Introduction**

It is our aim to develop responsible, self-disciplined learners who make positive choices about their behaviour and their learning, and who embrace the shared values of the school encapsulated in our ethos and values statement below:

### **2. Aims of the policy**

This policy aims to:

- i. Promote our ethos and values, including fundamental British Values
- ii. Promote respect for other people irrespective of sex, race, religion, ability, disability, sexual orientation, socio-economic group, or age
- iii. Outline a clear system of rewards and sanctions
- iv. Promote positive attitudes in students towards behaviour and learning and explain how we celebrate the success and achievement of students
- v. Define what is acceptable and unacceptable behaviour and outline the consequences of poor behaviour
- vi. Raise awareness of the statutory rights of schools in promoting good behaviour

#### **Framwellgate School Durham: Ethos and Values Statement**

##### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, build friendships for life, and have pride in our school. Above all, we want our students to be happy.

##### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **3. Relevant policies and publications**

This policy should be read in conjunction with the school's Child protection and Safeguarding Policy, Anti-bullying Policy, Equality, Diversity and Community Cohesion Policy and our Home School Partnership Agreement. It should also be read in conjunction with the relevant parents' publications including the Rewards and Sanctions handbook. Relevant DfE publications include:

- i. "Behaviour in Schools: Advice for Headteachers and School Staff": Sept 2022
- ii. "Suspension and Permanent Exclusion from schools and academies": May 2023

#### **4. Promoting positive attitudes and good behaviour**

We have high expectations of all of our students and promote positive attitudes and behaviour in a number of ways:

- i. Having high expectations of behaviour in EVERY lesson, EVERY day
- ii. Having high expectations of behaviour on the campus and in the community
- iii. Through staff training and having positive adult role models
- iv. By sharing our expectations in classrooms, assemblies, and tutor time
- v. By rewarding good behaviour, positive attitudes and progress
- vi. Through positively enforcing policies on behaviour, punctuality, attendance, uniform and homework
- vii. By dealing quickly and effectively with all incidents of poor behaviour, including bullying or prejudice related behaviour
- viii. By using preventative measures with students of concern so that they receive appropriate support before their behaviour becomes unacceptable
- ix. By accessing support from external agencies
- x. By applying appropriate sanctions consistently and fairly when behaviour is not acceptable and supporting students to learn from their actions

#### **5. Adherence to Government guidelines & statutory powers**

- i. In managing student behaviour, we will adhere to the guidance set out in "Behaviour in Schools: Advice for Headteachers and School Staff": September 2022 and other relevant legislation. In particular the following points from this guidance/legislation should be noted:

##### Teachers' Powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

##### Detention

- Teachers have a power to issue detention to students (aged under 18).
- The school should make clear to students and parents that they use detention (including detention outside of school hours) as a sanction. We do this at the start of the year by drawing parents' attention to our rewards and sanctions booklet.

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - any school day where the student does not have permission to be absent;
  - weekends - except the weekend preceding or following the half term break; and
  - non-teaching days—usually referred to as 'training days'
- The Headteacher can decide which members of staff can put students in detention.
- Parental consent is not required for detentions out of hours if the conditions above have been satisfied
- With lunchtime detentions, staff will ensure that reasonable time is allowed for the student to eat, drink, and use the toilet
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  - Whether the detention is likely to put the student at increased risk.
  - Whether the student has known caring responsibilities
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
  - Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

#### Use of Seclusion/Isolation Rooms (our isolation room is known as B4)

- Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom
- Removal should be used for the following reasons:
  - To maintain the safety of all students and to restore stability following a high level of disruption
  - To enable disruptive students to be taken to a place where education can be continued in a managed environment; and
  - To allow the student to regain calmness in a safe space
- Schools should collect, monitor, and analyse removal data internally to interrogate repeat patterns and the effectiveness of removal
- Separately, schools should analyse the collected data to identify patterns relating to students sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on students sharing particular, protected characteristics

#### Confiscation of Property

There are two sets of legal provisions which enable school staff to confiscate items from students, and the school reserves the right to exercise these provisions. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff also have the power to search without consent for prohibited items, which include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item banned by the school rules which has been identified in the rule as an item which may be searched for.

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or

- a search of personal property (e.g. bag or pencil case within a locker). Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance "Screening, Searching and Confiscation". When items are confiscated by school staff the following will be the result:

- Mobile phones or other personal devices will be handed in to Student Reception. They will usually be returned at the end of the day.
- Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.
- Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.
- Other confiscated items may be returned to the student at an appropriate time at the discretion of the member of staff.

### Power to Use Reasonable Force

In line with Government guidance members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm. Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a student may have. Force will be used only as a last resort and the school will take steps to ensure that those exercising this responsibility have been trained in positive handling techniques.

Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

### Special Educational Needs

Schools should consistently and fairly promote high standards of behaviour for all and provide support where needed to ensure students can achieve and learn as well as possible. A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school. Schools should consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. Schools should refer to the Equality Act 2010. The school should also consider whether reasonable adjustments need to be made to the sanction in response to any disability the student may have.

## **6. Rewards**

We firmly believe that rewarding students for their positive behaviour, hard work, and contribution to the school is important. Students must bring their planner to school every day. It should be placed on their desk each lesson and tutor session, open at the current page so that teachers can see it.

Teachers will put a personalised stamp (achievement point) in a planner to reward students for their attitude and work during every lesson. Each student can receive up to three stamps per lesson

- The first will be for having their planner and equipment; being punctual and being ready to learn. We expect every student to achieve this as a minimum.

- Up to two further stamps per student can be awarded for excellent contributions to the lesson, a demonstration of knowledge, the quality of their work, or for their attitude to learning.

Students receive up to 3 stamps each morning tutor session for achieving the 4Ps: being **p**unctual, being **p**repared (having their equipment), for being **p**ositive, and **p**olite

## Rewards

### Weekly goals/opportunities for students:

- Aiming for more than 50 stamps a week
- Being recognised for their demonstration of good character in embracing the school ethos e.g. compassion, kindness, excellence, resilience, integrity, honesty

Please note any stamps awarded by SLT/Pastoral are worth five points per stamp

### Additional ways to gain stamps:

- Involvement in extra-curricular clubs
- Involvement in careers events
- Involvement in student leadership
- Volunteering and contributing to school events

### Recognition

At the end of each week, during Friday morning tutor time, students will count their achievement points for that week. Points (stamps) are recorded and accumulated during the year and lead to recognition as follows:

|                      | Stamps |
|----------------------|--------|
| Bronze Milestone     | 500    |
| Silver Milestone     | 1000   |
| Gold Milestone       | 1500   |
| Platinum Milestone   | 2000   |
| Badge 1 (for blazer) | 2500   |
| Badge 2 (for blazer) | 3000   |
| Badge 3 (for blazer) | 3500   |

In addition to milestones and blazer badges, achievement points' totals will also be recognised through assemblies, rewards events and trips, and our annual celebration evenings.

## Weekly Rewards Shop

Each week those in the tutor group who have achieved the most stamps will have the chance to be given a voucher by their tutor to trade at the weekly rewards shop. Students may choose to trade this in or save for a larger prize (e.g. vouchers, hot chocolates. cinema tickets). Tutors also can give a voucher for students that they feel are deserving due to the efforts they have shown in the previous week.

## **7. Managing behaviour**

In seeking to promote our values and to protect individual rights, we regard the following behaviour as unacceptable:

- i. Bullying, either physical or verbal
- ii. Deliberate damage to school or personal property, or theft
- iii. Deliberate disruption (including low level disruption) to teaching or the learning of others
- iv. Smoking on the school premises or the approaches to school or being in the presence of smokers
- v. The use, possession, or supply of alcohol or any illegal substance OR an offensive weapon (or weapon of offence – note legal definition)
- vi. Defiance of staff
- vii. Any prejudice related incident
- viii. Sexual harassment

Behaviour will be managed through a staged process involving:

- i. A classroom based staged process for low level-disruption
- ii. 6 Phases of escalating sanctions for more serious instances of poor behaviour

This process is documented in a rewards and sanctions booklet for students and parents/carers to read at the start of each year, is promoted in assemblies by the Headteacher at the start of each year and is documented below.

## **8. Sanctions**

We have high expectations of all our students, and we will work hard to ensure that behaviour in school is exemplary, every day. The rare incidents of poor behaviour which do occur will be managed using the system outlined below. This is not a rigid set of rules, and each individual set of circumstances will be considered, but it is a guide for students, staff and parents or carers, to ensure that incidents of poor behaviour are dealt with consistently and transparently. Most of our students never progress onto, let alone beyond, phase 1 because they follow instructions and behave well every day.

### Phase 1 - Lunchtime Leadership Detention

The incidents listed below will normally result in a lunchtime leadership detention of 40 minutes:

- Removal from a lesson. Teachers follow a three-stage process when dealing with low-level disruption (see following page). Stage 3 results in a removal from a lesson or tutor group to B4 for the remainder of the day, and an automatic lunchtime leadership detention the following day
- Having a mobile phone out on the school site (this will be confiscated)
- Wearing non-regulation jewellery (which will be confiscated), items of clothing, or false nails
- Poor behaviour on site
- More than one student in a toilet cubicle
- Truancy

- Failure to attend a Curriculum Leader's detention
- Smoking or vaping on the school site, in the vicinity of the school site, or being in the company of smokers/vapers
- Being out of bounds
- Persistent punctuality concerns (3rd late in a half term)
- 3 late to lesson/tutor group marks
- Losing a tutor/HOY or SLT behaviour report

# BEHAVIOUR FOR LEARNING

## The Staged Process

### 1 First Warning

Your behaviour is affecting your learning and that of others. You need to correct your behaviour.

### 3 B4 Removal

You will be removed to B4 for the remainder of the day.

### 2 Final Warning

Your behaviour continues to be unacceptable.

### Behaviours that can affect your learning and would lead to a warning include:

- Refusing to follow instructions
- Talking unnecessarily
- Calling out without permission
- Getting out of seat without permission
- Disturbing other students


- Purposefully making noises to gain attention
- Questioning instructions
- Swinging on chairs
- Showing a lack of respect to each other and staff

## Consequences

**Your parents will be informed** and you will receive a **40-minute lunchtime detention** the following day.

**In some circumstances** (e.g. verbal or physical abuse of the teacher or another student), **warnings will not be given** and students will move straight to **removal from the lesson**.

**If you receive two or more removals in a week**, you will receive a **2-hour Friday afterschool leadership detention**. This type of behaviour will also involve a **meeting with your parents and carers** and could **lead to suspensions** or a period of time in another school. If the problem with your behaviour persists, school may even **consider permanent exclusion**.



**FRAMWELLGATE**  
SCHOOL DURHAM

Excellence, compassion & respect for all



## Phase 2 – Two Hour Senior Leadership Detention

The following actions lead to a two-hour senior leadership detention:

- Failure to attend a lunchtime leadership detention
- Repeated uniform violation (3 incidents in half-term)
- Rudeness or defiance towards a member of staff
- Refusal to hand-over a mobile phone
- Failure to follow instructions to move to B4 following a removal
- Two removals in a single week. Parents/carers will be asked to collect students from the leadership detention
- Poor behaviour in B4 (determined by the Culture and Standards Lead)
- Leaving a lesson twice without permission twice in a half term

Failure to attend a senior leadership detention will not usually result in suspension as our priority is to ensure that students remain in lessons. The following escalation of sanctions will thus be considered:

- Parental contact
- A second (and final) opportunity to attend the detention
- Further Senior Leadership detentions
- Referral to a Governor Panel (see below)
- Removal of other privileges (e.g. attendance at prom)

## Phase 3a – Internal Suspension (on-site)

The following actions will normally lead to a period of Internal Suspension in B4

- Fighting (equal blame)
- Verbal abuse of staff
- Dangerous behaviour
- Bringing the school into disrepute
- Persistent truancy
- Poor behaviour in an exam or school trip
- Bullying
- Damage to property (accompanied by payment for damage)
- Inappropriate use of social media (unkind/disrespectful behaviour to others)
- Sharing images of others without their consent

## Phase 3b – Internal Suspension (off-site)

The following actions normally lead to a period of Internal Suspension at another local school (school and length to be determined by Headteacher, Deputy Head or Assistant Head; usually one or two days):

- Repeated incidents of poor behaviour having previously had two on-site ISs (the third instance will be an off-site IS)
- Severe instances of rudeness or defiance towards staff
- Serious or repeated poor behaviour in an exam
- Repeated serious disruptive or threatening behaviour
- Breaking the rules of internal suspensions
- Minor theft or vandalism

An internal suspension is extremely serious and is an alternative to a suspension. An IS will always be followed by a formal re-integration meeting involving parents/carers.

If a student is at risk of a suspension or permanent exclusion, the Deputy Headteacher and Culture and Standards Lead may deem it appropriate to refer them to a Governor panel. The panel will meet with the student and parent/carer to make clear the school's expectations and discuss the student's behaviour and next steps.

#### Phase 4 – Suspension

The Headteacher may issue a suspension for the following:

- Repeated incidents of poor behaviour having previously had an off-site IS
- Serious theft or vandalism (could be permanent exclusion)
- Serious verbal abuse of staff
- Bringing alcohol or controlled drugs onto site or being under the influence of such substances on the first occasion (normally a 5-day suspension)
- Threat of assault on staff (could be permanent exclusion)
- Assault on another student (could be permanent exclusion depending on severity) or incitement of such an assault
- Racial or sexual harassment or other prejudice related incident (could be permanent exclusion)
- Repeated bullying (could be permanent exclusion)
- Malicious allegation against staff (may be permanent, depending on the allegation)
- Setting off the fire alarm (could be permanent exclusion)
- Filming, uploading and sharing violent, graphic or sexualised images (including filming of fights or other unkind behaviour towards peers)
- Misuse of personal staff data in any capacity eg manipulating, editing and sharing staff images
- Other serious incidents determined by the Headteacher

#### Phase 5 – Permanent Exclusion

Permanent exclusions are extremely rare and will always be a last resort but would normally be considered for the following:

- Having received 45 days of suspension in a year or for repeated incidences of poor behaviour which have resulted in several suspensions or internal suspensions
- Supplying banned substances, being under the influence repeatedly, or bringing substances on site for a second time
- Serious assault on a student
- Serious threat of assault or assault on a member of staff
- Carrying an offensive weapon or a weapon of offence (see legal definition)
- Repeated racial or sexual harassment or other prejudice related incident
- Persistent instances of severe bullying
- Serious malicious allegation against staff
- Defiance of the Headteacher

#### Report to Head of Year, Curriculum Leader, Assistant Headteacher, Deputy Headteacher or Culture and Standards Lead

Students may be placed on daily report to their Head of Year, or the Assistant Headteacher, Deputy Headteacher or Culture and Standards Lead for the following:

- One-off serious offences
- Returning from a fixed-term exclusion, internal fixed-term exclusion, or period of isolation
- Persistent or frequent lateness
- Persistent poor behaviour
- Removal from lesson
- Lack of effort or work in a subject area

## Behaviour Support

If a student's behaviour is causing concern at any stage, support will be offered to help improvement. Failure to engage with this support or modify behaviour may result in more serious consequences in the sanctions outlined above.

## The Pastoral Team

The Pastoral Team consists of the Deputy Headteacher, Assistant Headteacher (Student Development), Director of Safeguarding, Director of Inclusion, Standards and Culture Lead, Heads of Years, and Pastoral Managers. Regular meetings of pastoral staff are used to discuss the most serious concerns and agree on escalations through the six phases above, along with other strategies. They may recommend:

- The creation of a Behaviour Support Plan
- Report to the Assistant Headteacher
- Report to the Director of Inclusion
- The creation of behaviour contracts
- An alternative timetable
- Referral for support through the Central Durham Behaviour Panel
- Support from other agencies
- Referral to off-site provision or a managed move to another school
- a suspension or permanent exclusion

## Removals, Detentions and Internal Suspensions

Removals, and internal suspensions normally take place in B4. Detentions take place in other designated rooms. There are clear expectations for the behaviour of students who are removed to, or internally suspended in, B4:

- Students must take any work they are doing from their bag, log onto Teams and email staff for work, or complete work that has been set by the class teacher. Alternatively, they can use their knowledge organiser to self-quiz and create flashcards or brain dumps. If they have a mobile phone, it must be switched off and handed to the member of staff on duty
- If a student arrives during the lesson, the member of staff on duty in B4 must log the incident and inform the Head of Year, Pastoral Managers, relevant Curriculum Leader, and Attendance Officer
- The member of staff on duty should pull up the student's Class Charts dashboard and talk them through this, indicating behaviour patterns and areas to improve
- Students must be given an incident THINK sheet to complete on which they reflect on the reason for the removal or period of isolation and the actions they will take to ensure there is no repeat. The member of staff on duty at the time will check this sheet and ask the student to redo it if it is not of a satisfactory standard.
- Students must work in silence and their attention will be drawn to the posters outlining our expectations of students when they are working in B4 (see following page)
- If students fail to meet expectations of behaviour, supervising staff will contact SLT or Pastoral Managers (see consequences above of poor behaviour)

Our expectations of students in lunchtime or leadership detentions are like those above but students are unlikely to have access to computers to log onto Teams. The member of staff leading the detention will clarify expectations and provide work for students to complete where appropriate.

## Suspensions and Return to School

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using suspensions as a sanction where it is warranted. However, permanent exclusion will only be used as a last resort, 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 in the school.

The law does not allow for a suspension to be extended or converted into a permanent exclusion. In exceptional circumstances where further evidence has come to light a further suspension may be issued to begin immediately after the first suspension ends or a permanent exclusion may be issued to begin immediately after the end of the suspension.

## Definitions

- Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.
- Parent – any person who has parental responsibility and any person who has care of the child.
- Managed move – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

## The Decision to Suspend or Exclude

Only the Headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. Schools have a statutory duty not to discriminate against students based on protected characteristics, such as disability or race. The Headteacher will also consider the fair treatment of students from groups who are vulnerable to suspension or exclusion. The Headteacher should, as far as possible, avoid permanently excluding any student with an EHC plan or a looked after child.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

## Informing Parents about an exclusion

If the Headteacher decides to suspend or exclude a student, parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- Parents' right to make a request to hold the meeting via the use of remote access (or an excluded pupil if they are 18 years or older)

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

#### Informing the Local Governing Body and Local Authority about an Exclusion

The headteacher will, without delay, notify the Chair of Governors of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam

The Headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. It is our practice to inform the Chair of Governors of all suspensions when they occur.

The Local Authority (and when relevant, the Virtual School Head & Social Worker for LAC students) will be informed of all suspensions and permanent exclusions without delay (including the reason and length of the suspension/exclusion). If a child lives outside the school's local authority, the student's local authority will be informed.

#### Cancelling Suspensions and Permanent Exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun (or one that has not yet begun), but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the governing board once per term on the number of cancellations

- The governing board's duty to consider reinstatement will cease and there will be no requirement to hold a meeting to consider reinstatement
- The student will be allowed back in school
- Any days spent out of school as a result or any exclusion prior to the cancellation will count towards the maximum of the 45 days permitted in any school year

### The Local Governing Body's duty to consider a Suspension or Exclusion

An Exclusions Committee of the Local Governing Board has a duty to consider parents'/carers' representations about an exclusion. The governing board must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

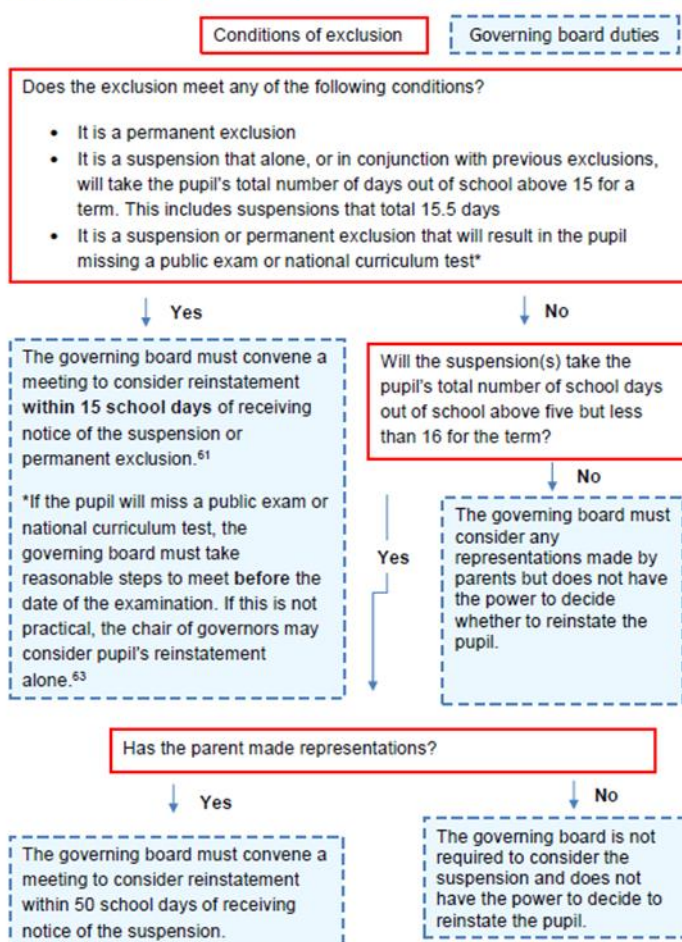
- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term;
- or it would result in a student missing a public examination

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, **and** the parents make representations to the board, the board will consider and decide the reinstatement of a suspended student within 50 school days of receiving notice of the suspension.

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension or permanent exclusion to more than 5 in a term, the governing board:

- Must consider any representations made by parents
- Must arrange the meeting to consider the representations within a reasonable amount of time
- Can consider reinstatement

#### A summary of the governing board's duties to consider reinstatement<sup>61</sup>





### Independent Review

IRPs contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. If parents/carers apply for an independent review within the legal timeframe, the Academy Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

The school and Academy Trust will follow the guidance on independent reviews as laid down in "Suspension and Permanent Exclusion from schools and academies": September 2022.

### The education of pupils who have been suspended or permanently excluded

There is a statutory duty on governing boards to arrange full time education from the sixth day of a suspension or a permanent exclusion. In the case of a looked-after child or child with a social worker, the school and the local authority will work together to arrange alternative provision from the first day following the suspension or permanent exclusion. The school will take reasonable steps to set and mark work for students during the first five days of a suspension or permanent exclusion.

### Returning to School following a Suspension

When a student is suspended, parents/carers will be given an appointment time when they will meet with a senior member of staff, usually the Deputy Head, Assistant Head (Student Development) or Standards and Culture Lead. This will be communicated to parents as a reintegration meeting; The purpose of this meeting will be to reflect on the reasons for the original decision to suspend, the student's behaviour and to discuss the strategies that will be put in place to support the student, communicate that they are valued and ensure there is no repeat of the poor behaviour. Students may also be placed on daily report to monitor their behaviour.

### Students at risk of Exclusion

If a student is at risk of permanent exclusion the student is likely to be referred to the Central Durham Behaviour Panel of local schools, Local Authority personnel and external agencies, in an attempt to find a solution that does not involve a permanent exclusion (such as a Managed Move or Alternative Provision).

The decision to refer a student to the Behaviour Panel will be taken by the Pastoral Team. The Director of Inclusion will normally represent the School at Inclusion Panel meetings.