



BENGEWORTH CE ACADEMY

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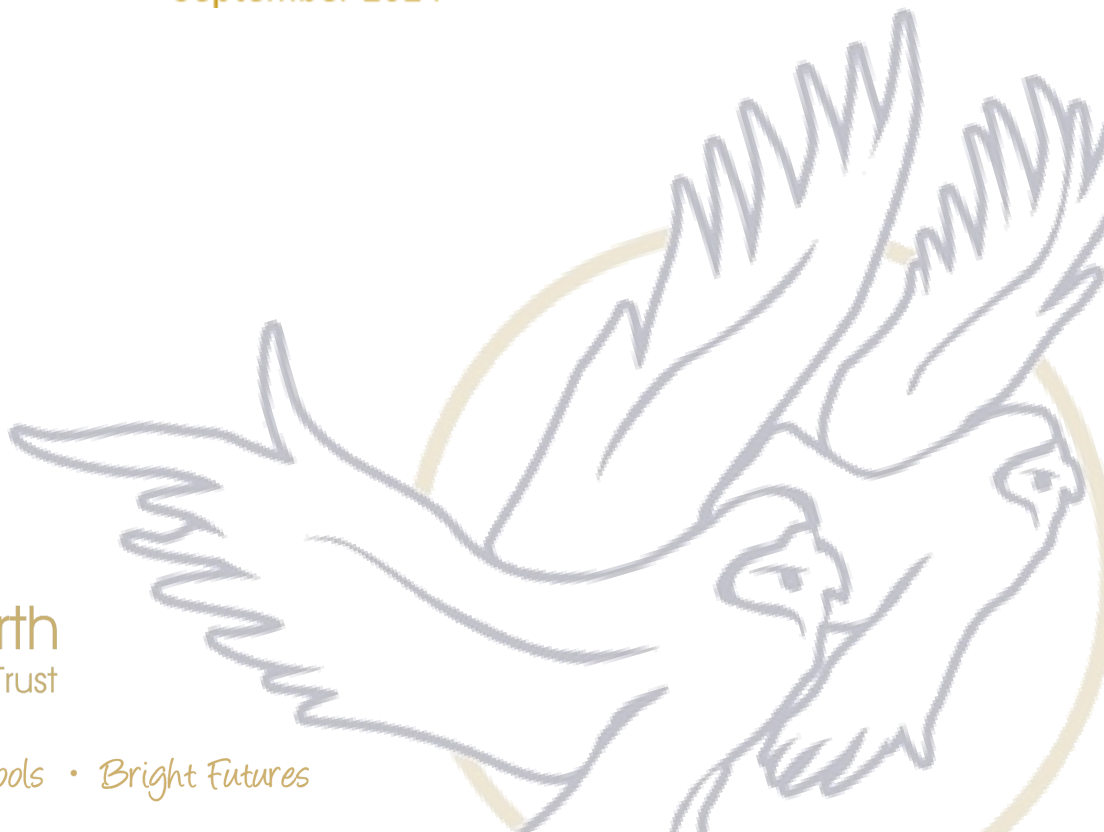
EXCLUSIONS AND  
SUSPENSIONS  
POLICY  
2024 - 2025

September 2024



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



# POLICY AIMS

Bengeworth Multi Academy Trust is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

## Partnership with Parents/Carers

Parents/Carers working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Bengeworth Academy, we will work in partnership with parents and carers to ensure that expectations are clear and parents/carers can reinforce them with their children. This includes ensuring that parents/carers are kept informed about decisions made in response to a child's behaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear. The school is responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct.

A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

These are:

- Relationships-Based Behaviour Policy
- Anti-Bullying Policy
- Home-School Agreement

## Our Behaviour Policy

Our relationships-based behaviour policy aims to promote and encourage positive relationships among all individuals at Bengeworth Academy through a basis of mutual respect and personal responsibility. We take a therapeutic approach to behaviour which serves to take account of the mental health of the children; any response to behaviour difficulties is done so in a proportionate way and in line with the child's development in doing so, our children develop the cognitive ability to understand how to resolve conflict with increased independence.

## Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent and teacher. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

# SUSPENSION / EXCLUSION

## Reasons for Suspension / Exclusion

A decision to suspend or exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some serious situations, suspension or exclusion may be necessary, if all other strategies have been exhausted.

The decision to suspend or exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school;
- serious actual or threatened violence against another pupil or a member of staff;
- possession or use of an illegal drug on school premises;
- persistent bullying;
- persistent prejudice-based harassment or hatred-based acts.

Exclusion or suspension may be the result of persistently poor behaviour or a serious single incident. Any exclusion or suspension will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

## TYPES OF SUSPENSION / EXCLUSION

### Internal (removal from class)

Internal removal is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension/ exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the SENCo etc).

### Suspension

A suspension is when a child is temporarily removed from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

## **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

This is a very serious decision and the CEO of the MAT will consult with senior leaders and Chair of the Governors.

## **Persistent or Cumulative Problems**

Suspension and internal/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, pastoral support plans, behaviour intervention with the SENCo, target setting, home/school communication book etc.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

## **Single Incident**

Suspension and internal/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. The Governing Body will be informed of all suspensions/exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

## **The decision to suspend/exclude**

If the Headteacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- without delay contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the suspension/exclusion and whether it is a permanent or temporary;
- the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;

- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff;
- If the decision to exclude has been made, the Headteacher must also notify the local authority without delay. This must be done regardless of the length of a suspension.

## **Safeguarding**

A suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents/carers will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal exclusion until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

## **Reintegration**

After suspension the pupil and parent/carer will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will also be discussed. The meeting will be recorded on the school reintegration form and a copy retained by the parent/carer, child and school.

## **Work Set**

When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is suspended at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

## **Behaviour Outside School**

Pupils' behaviour outside school e.g., on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school and additionally, this includes any serious breach of policy which could 'bring the school into disrepute'.

## **Pupils with Special Educational Needs and Disabled Pupils**

The school must take account of any special educational needs when considering whether or not to suspend/exclude a pupil. The Headteacher should ensure that reasonable steps, in line with policy have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

## **Pastoral Support**

Pastoral support may be necessary if a pupil's behaviour at school means that he/she: is at risk of permanent exclusion; has had a number of suspensions but their behaviour is not improving; or is behaving in ways that hinder their progress and achievement in school.

## **Managed Move**

In cases where the Headteacher and parents/carers agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent/carer's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. The school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. This is not exclusion and, in such cases, the Headteacher may assist the parent/carers in placing the pupil in another school. If a parent/carer believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

## **Removal From the School for Other Reasons**

The Headteacher may send a pupil home, after consultation with that pupil's parent/carers and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not a suspension/exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

## **Cancelling an Exclusion**

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year

## Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Bengeworth Multi Academy should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## Reintegration Meeting

After every period of suspension, the parent/carer and child will be offered a reintegration meeting with a senior member of school staff. At this meeting targets will be agreed for improving behaviour and a written agreement produced for all parties to sign.

## Procedure for Appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Further guidance on exclusion can be found at:

<https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/safeguarding-children/exclusions-and-fair-access>

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

SENDIASS service who provide information, advice and support to children and young people with SEND, including on exclusions. <https://www.worcestershire.gov.uk/sendiaass>

Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 10am – 4pm.

Independent Provider of Special Education Advice (known as IPSEA – [www.ipsea.org.uk](http://www.ipsea.org.uk)) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

# Bengeworth

## Multi Academy Trust

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