



# Red Hall Primary School

## Policy for Suspension and Permanent Exclusion

Document History	
<b>Originally Written:</b>	October 2017
<b>Updated:</b>	September 2019
	December 2021
	September 2022
<b>By:</b>	HT and Pupil Well Being Team
<b>Additional guidance added:</b>	Following DFE guidance September, 2017 Updated DFE guidance Autumn Term 2022
<b>Approved by Governing Body:</b>	<i>2<sup>nd</sup> October, 2019</i>
	<i>23<sup>rd</sup> March, 2022</i>
	<i>17<sup>th</sup> October, 2022</i>
<b>Next Review Date:</b>	January 2024

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## 1. Aims

As a school we aim to include, not exclude and we approach all behaviour in a supportive and positive way. Within our school ethos, 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, therefore, we strive to never “give up” 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, through support in school and external support, where this may be required.

No suspension or exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Should the school make the decision to exclude, we aim to ensure that:

- The suspensions and exclusions process is applied fairly and consistently
- The suspensions and exclusions process is understood by governors, staff, parents/carers and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)
- Parents and carers are given the necessary support when their child has received an external suspension or exclusion.
- Parents and carers will be updated on how many day's suspensions their child has received and therefore how close they are to being permanently excluded.
- All suspensions and permanent exclusions are carried out lawfully.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

***“...the practice of removing a pupil from the school roll without a formal, permanent suspension or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”***

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

## 2. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: Suspension for maintained schools, academies and pupil referral units (PRUs) in England including pupil movement

It is based on the following legislation, which outline schools' powers to exclude pupils:

- **Section 51a of the Education Act 2002, as amended by the Education Act 2011**
- **The School Discipline (Pupil suspensions and Reviews) (England) Regulations 2012 □  
Sections 64-68 of the School Standards and Framework Act 1998**

In addition, the policy is based on:

- **Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils**
- **Section 579 of the Education Act 1996, which defines 'school day'**
- **The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014**
- **The Equality Act 2010**
- **Children and Families Act 2014**

This policy has been written with reference to the DfE Guidance "Suspension from maintained schools, academies and pupil referral units in England" September 2017, which sets out the legal requirements for Headteachers in relation to pupil suspensions. The purpose of this policy is ensure that any suspensions that are issued are legal, moral and reasonable based on the presumption that all other alternatives to suspension have been considered.

This policy has been reviewed, using the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 1<sup>st</sup> September 2022. Which outlines key changes:

- Headteachers may cancel an exclusion that has not been reviewed by the governing board. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH (Virtual School Headteacher).
- When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents.
- Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
- When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.
- Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings.
- Guidance on managed moves, what they are and how they should be used.
- Clarified guidance on the use of off-site direction as a short-term measure that can be used as part of a school's behaviour management strategy.

- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.
- Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort.

### 3. Definitions

For the purposes of suspensions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

**Suspension** – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

**Permanent exclusion** – when a pupil 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 pupil to attend another education setting temporarily, to improve their behavior.

**Parent** – any person who has parental responsibility and any person who has care of the child.

**Managed move** – when a pupil 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.

### 4. Roles and responsibilities

#### The Executive Headteacher

Only the Executive Headteacher, or a person acting with the Executive Headteacher’s authority, can both internally and externally exclude a pupil from school. For the purpose of this policy, Executive Headteacher also refers to any person acting within this authority (Head of School / Assistant Head Teacher)

The decision to permanently exclude a pupil will be taken as a last resort. This will be done with support from the Local Authority, due to Red Hall being a Local Authority Maintained School.

We are committed to following all statutory suspensions procedures to ensure that every child receives an education in a safe and caring environment. (Please see *Appendix 2*)

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Executive Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension were provoked
- Allow the pupil to give their version of events
- Consider whether behaviour has been consistently disruptive to learning
- Consider the impact of the behaviour on staff and pupils' wellbeing
- Consider if the pupil has Special Educational Needs (SEN). The school has a statutory duty not to discriminate against pupils on the basis of protected characteristics such as disability or race and will give particular consideration to the fair treatment of vulnerable pupils. Where the school has concerns about the risk of suspension of a child with additional needs, a pupil with an EHC plan, it should consider what additional support may be required.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked after child – LAC)
- Consider whether all alternative solutions have been explored, such as offsite direction or a managed move.

The physical and emotional health of our children and staff will always be our primary concern, when making any decision to exclude.

The Executive HeadTeacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Executive HeadTeacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, The Executive Headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the decision is made to suspend or exclude a pupil, the parents/carers will be informed immediately of the period of suspension or exclusion and the reasons for it.

The parents/carers will also be provided with the following information, in writing; (please see *Appendix 1*):

- 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 pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The Executive Headteacher will also notify parents/carers by the end of the afternoon session on the day their child is 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

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If they do not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

### **Informing the governing board and local authority**

The Executive Headteacher will immediately notify the governing board and the Local Authority (LA) of:

- A permanent suspension, including when a fixed-period suspension is made permanent
- Suspensions or permanent exclusions which would result in the pupil being

excluded for more than 5 school days(or more than 10 lunchtimes) in a term

- Suspensions or permanent exclusions which would result in the pupil missing a public examination or National Curriculum Test.

For a permanent suspension, if the pupil lives outside the LA in which the school is located, the Executive Headteacher will also immediately inform the pupil's 'home authority' of the suspension and the reason(s) for it without delay.

**For all other suspensions, the Executive Headteacher will notify the governing body within the Headteacher's Report and LA once a term. This information will be emailed to the following email address; [School.suspensions@darlington.gov.uk](mailto:School.suspensions@darlington.gov.uk).**

**Notifications must include the reasons for the suspension and the duration of any fixed period suspensions.**

### **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already 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, 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 Executive headteacher to



- discuss the cancellation
- As referred to above, the Executive headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

### **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Executive headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

### **The Governing Body**

Responsibilities regarding suspensions are delegated to the Governing Body consisting of at least 3 governors.

The Governing Body has a duty to consider the reinstatement of an excluded pupil (see section 6).

Within 14 days of receipt of a request, the governing body will provide the Secretary of State and the Local Authority with information about any suspensions in the last 12 months.

For a fixed-period suspension of more than 5 school days, the governing body will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

### **Monitoring and analysing suspensions and exclusions data**

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking

place

- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### **The Local Authority**

For permanent suspensions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the suspension.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

### **5. Considering the reinstatement of a pupil**

The governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a fixed-term suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term or,
- It would result in a pupil missing a public examination

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the suspension if the pupil would be excluded from school for more than 5 school days, but less than 16, in a single term.

Where a suspension would result in a pupil missing a public examination, the governing body will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the suspension independently and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the governing body will consider whether;

- the suspension was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties.

They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The governing body will notify, in writing, the Headteacher, parents/carers and the Local Authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body decision will also include the following:

- The fact that it is permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the suspension
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Local Authority to appoint a SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the suspension has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date, on which the discrimination is alleged to have taken place

### **6. An independent review**

If parents apply for an independent review, the Local Authority will arrange for an independent panel to review the decision of the governing body not to reinstate a

permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate a pupil.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the Local Authority, or governing board of the excluding school.
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Local authority, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Local Authority, school, governing board, parents or pupil, or the incident leading to the suspension, which might reasonably be taken to raise doubts about their impartiality A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing body's decision
- Recommend that the governing body reconsiders reinstatement
- Quash the governing body's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

## 7. School Registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the suspension panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing body will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **8. Returning from a fixed-term suspension**

Following a fixed-term suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. (Please see *Appendix 3* for our Suspension Process. All suspensions are then recorded on an overview sheet, managed and monitored by SLT.)

The following measures may be implemented when a pupil returns from a fixed-term suspension:

- *Agreeing a behaviour contract/behaviour chart*
- *Putting a pupil on a home/school diary*
- *Additional in class support*

## **9. Monitoring arrangements**

The Headteacher monitors the number of suspensions every term and reports back to the governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed every 2 years. At every review, the policy will be shared with the governing body.

## **10. Links with other policies**

This suspensions policy is linked to our:

- Expectations and Choices policy (our school Behaviour Belief)
- SEND policy and information report

## Appendix 1

### Letter to Parents



Red Hall Primary School  
Headingley Crescent  
Darlington  
Co Durham  
DL1 2ST

Tel: 01325 254770

[www.redhallprimary-darlington.co.uk](http://www.redhallprimary-darlington.co.uk)

Email: [admin@redhall.darlington.sch.uk](mailto:admin@redhall.darlington.sch.uk)

 @RedHallSchool

 @ RedHallPrimarySchool

DATE

Ref: NAME      DOB: XXXXX

### EXEMPLAR TEMPLATE SUSPENSION LETTER FOR PARENTS (**less than 5 days**)

Dear **(name of parent/carer)**,

I am writing to inform you of my decision to suspend **(pupil name)** for a fixed period of **(specify period)**. This means that **(he/she)** will not be allowed in school for this period. The suspension **(begins/began)** on **(date)** and ends on **(date)**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **(pupil name)** has not been taken lightly. **(Pupil name)** has been suspended for this fixed period because **(state reason for suspension. This can be more than one reason but be clear on the reasons and how the behaviour policy has been breached)**.

#### **(For pupils of compulsory school age)**

You have a duty to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **(pupil name)** during this suspension **(specify the arrangements)**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is, SENDIST, 1<sup>st</sup> Floor, Darlington Magistrates Court, Parkgate, Darlington DL1 1RU.

Additional information and support

Every local area including Darlington has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on any exclusions and can be contacted via [IASS@darlington.gov.uk](mailto:IASS@darlington.gov.uk) Tel: (01325) 405878

Coram's Child Law Advice service can also support and be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

ACE education aim to provide impartial advice and information to parents on state education matters and run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

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.

You and **(pupil name)** are requested to attend a reintegration interview with me **(alternatively, the name of another staff member)** at **(place)** on **(date)** at **(time)**. If that is not convenient, please contact the school to discuss how best we can support your child.

**(Pupil Name)**'s suspension expires on **(date)** and we expect **(pupil name)** to be back in school on **(date)** at **(time)**.

Yours sincerely

**(Name)**

Head teacher

## Appendix 2

### The Use of Suspension: At- Glance-Guidelines For Headteachers

<b>Illegal/No grounds</b>	<b>Reasonable Grounds</b>	<b>Strong Grounds</b>
Failure to do homework	Breach of the school's behaviour policy	Serious breach of the school's behaviour policy
Poor academic performance	Serious harm to the education or welfare of the pupil or others	Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
Lateness	Persistently leaving school premises without authorisation	Supplying or using an illegal drug on school premises
Breaches of school uniform or rules on appearance, for example: wearing jewellery.	Bringing the school into disrepute at a public event	Carrying, threatening to use and or using an offensive weapon (including fireworks)
Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability	Persistent refusal to cooperate with school staff, verbal aggression towards staff, pupils or other members of the school community	Attempted arson on school grounds, destruction or serious damage of school property or buildings
Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race	Bullying, racial ,sexual or other harassment of staff, pupils or other members of the school community	Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community



		Repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community
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## Appendix 3

### Red Hall's Suspension Process

#### Suspension

- **Internal Suspension** - Parents informed of child's behaviour and choices, and how an internal suspension will be completed by the child as a consequence. Internal suspensions will take place with a member of staff, in a quiet place in school.
- **External Suspension** - Parents will be phoned and asked to come into school. A formal suspension letter will be issued, notifying the parent of the number of days.
- All forms of suspensions will be reported on CPOMS.

#### Reintegration

- **Internal Suspension** - once the internal suspension has been completed, a member of SLT will meet with the parent / carer of the child, with the child present, and discuss moving forward. This meeting will include discussion of any triggers which may have caused the behaviour, which resulted in the suspension. It is vital the child attends this meeting to share their thoughts and feelings around 'their world'. This will give staff the opportunity to recognise if the behaviour is linked to an unmet need in the child's education or any aspect of the child's home life.
- **External Suspension** - same process as above, with the addition of a lead TA to be present at the reintegration meeting, as this person will lead the reintegration process for the next two weeks. Child's class teacher will also be present. (This may seem like a lot of adults, however it is key that the same situation does not happen again.)

#### Next steps

- **Internal Suspension** - behaviour will continue to be monitored by SLT and the child's immediate teaching staff. Any changes needing to be made, as a result of the reintegration meeting, will take place the same week. e.g. moving seats, changes to breaktimes and lunchtimes, thinking clouds, visual timetables etc.
- **External Suspension** - SLT / TA will meet with the child at lunchtime, for the first 2 weeks after their external suspension - reducing this time if necessary over the course of the 2 weeks. This offers children the opportunity to share their thoughts and feelings on a daily basis, as well as allowing them to reflect on their choices. Weekly phone calls / face-to-face contact with parents will also take place.

\*\* Please note that this is an overarching reintegration policy, and that alterations for individual cases may need to take place.