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Suspension and Permanent Exclusion Policy

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1. Aims and Objectives of the Policy

1.1 Introduction

The primary aim of this policy is to foster a safe, supportive, and inclusive school environment that promotes the well-being and academic success of all pupils. We recognise that maintaining discipline is essential for effective learning and the overall development of our school community. Consequently, this policy establishes a clear framework to ensure that any suspension or permanent exclusion adheres strictly to statutory requirements and best practices in educational management.

This policy serves to:

- **Ensure a high standard of behaviour.** We are committed to cultivating a culture of respect, responsibility, and accountability among pupils. This includes clearly defined expectations for behaviour and a proactive approach to promoting positive conduct within the school.
- **Promote awareness and understanding.** We aim to provide comprehensive information to staff, pupils, and parents regarding the procedures and implications of suspension and exclusion. Training sessions, informational materials, and open discussions will be organised to ensure all stakeholders are well-informed and understand their roles in the process.
- **Facilitate pupil reintegration.** We believe in the importance of supporting pupils in their transition back to school after an exclusion. Our approach includes implementing restorative practices and tailored behavioural support plans that encourage accountability and help pupils reintegrate successfully into the school community.
- **Adhere to statutory requirements.** Our processes will comply with all legal frameworks and guidelines governing school suspensions and exclusions. This includes a thorough consultation and review process to ensure decisions align with local and national educational standards.
- **Uphold principles of fairness, transparency, and equality.** We are dedicated to ensuring that every decision regarding suspension and exclusion is made objectively and without bias, taking into account the individual circumstances of each case. Our policy emphasises clear communication throughout the process, ensuring that affected pupils and their families are fully informed of their rights and the rationale behind decisions made.

In summary, this policy aims not only to maintain order and discipline within the school but also to emphasise our commitment to supporting and rehabilitating pupils. By prioritising a constructive and transparent approach, we seek to create an environment where every pupil can thrive, learn from their experiences, and contribute positively to the school community.

1.2 Key Objectives

- **Ensure a Safe and Supportive Environment:** The primary aim of this policy is to foster an educational environment where all pupils feel safe and valued. By clearly outlining expected behaviours and corresponding consequences, we strive to intervene early with tailored support systems. This proactive approach is designed to address potential behavioural issues before they escalate, thereby minimising the likelihood of exclusion and fostering a culture of understanding and respect.

- **Provide Clear and Transparent Procedures:** We are committed to creating an open and inclusive framework for all stakeholders, including parents, pupils, and staff. By clearly communicating the entire process related to behavioural expectations and potential exclusions, we ensure that everyone understands their roles and rights at each stage. This transparency is crucial in promoting trust within the community and reinforces our commitment to using exclusion measures only as a last resort, after exploring all alternative interventions.
- **Support Vulnerable Pupils:** Recognising the diverse needs within our pupil population, we place particular emphasis on supporting vulnerable groups, including those with Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), and pupils who have experienced trauma. By providing tailored resources and interventions, we aim to ensure equitable treatment throughout the disciplinary process. This focus on vulnerable pupils reflects our dedication to fostering an inclusive environment where every child has the opportunity to succeed, regardless of their circumstances.

1.3 Prevention of Exclusion

This policy is part of a comprehensive strategy aimed at minimising exclusions by emphasising early intervention, restorative practices, and inclusive methods. By proactively identifying and addressing the underlying causes of behavioural issues, we create an environment where every pupil receives the support they need to thrive. This approach not only fosters a more positive school climate but also significantly reduces the likelihood of suspensions and permanent exclusions, ultimately nurturing the potential of all learners and promoting their well-being.

2. Legislative Framework and Statutory Guidance

2.1 The Legal Framework

This policy is rooted in various pieces of legislation and statutory guidance that establish a framework for the exclusion process in educational settings. A comprehensive understanding of these legal obligations not only ensures that the school adheres to national standards but also guarantees a transparent and equitable process for all pupils and their families.

Key pieces of legislation include:

- **The Education Act 2002, Section 51A:** This section outlines the specific circumstances under which a pupil may face exclusion from school. It also outlines the procedural steps that must be followed, including the pupil's right to appeal the decision and the timelines for the appeals process. The legislation emphasises the need for schools to maintain a fair and consistent approach throughout.
- **The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012:** These regulations provide detailed procedures for excluding pupils, including the processes for conducting reviews. They set requirements for documenting incidents that lead to exclusion and ensure that schools engage in meaningful dialogue with parents and guardians about the situation.
- **The Education and Inspections Act 2006:** This Act clarifies the critical role of parents in the exclusion process and affirms their right to be involved and informed. It underscores the entitlement of excluded children to an education. It outlines the support schools must provide to

ensure that excluded pupils can continue their learning and reintegrate into the school environment whenever possible.

- **The Equality Act 2010:** This legislation plays a vital role in preventing discrimination and promoting inclusivity within the educational environment. It protects individuals from unfair treatment based on characteristics such as race, gender, age, disability, and other protected characteristics. Consequently, schools must ensure that their exclusion policies are applied fairly and equitably, without bias or prejudice.
- **The Children and Families Act 2014:** This Act places a strong emphasis on the rights of pupils with special educational needs (SEN). It requires schools to consider the specific needs of these pupils when making decisions about exclusions. The Act highlights the necessity for individualised support and interventions, ensuring that all pupils, regardless of their challenges, are treated with dignity and provided with appropriate resources.

By adhering to these legislative frameworks, the school aims to foster an environment that is not only safe and supportive but also compliant with legal standards, ensuring fairness and respect for all members of the school community.

2.2 Safeguarding and Vulnerable Groups

This policy is designed to ensure compliance with safeguarding laws and to emphasise the paramount importance of child welfare, as mandated by the **Children Act 1989**. Schools are required to prioritise the needs and protection of children deemed at risk. For pupils who may face exclusion, particularly those with Special Educational Needs and Disabilities (SEND) or those who are Looked After Children (LAC), the school is committed to fostering a collaborative environment. This means actively engaging with external agencies, such as social services and mental health organisations, to develop tailored strategies that effectively meet the unique needs of these vulnerable pupils.

Furthermore, the school acknowledges its obligations under the **Keeping Children Safe in Education (KCSIE)** guidelines. Any decisions related to suspension or exclusion of pupils must be made with careful consideration of their safeguarding and welfare needs. This entails a comprehensive assessment of each case to balance disciplinary actions with the potential impact on the child's emotional and social wellbeing. The school aims to create a supportive framework that not only manages behaviour but also promotes pupils' overall growth and development, ensuring they have every opportunity to succeed in a safe learning environment.

3. Definitions and Key Terms

3.1 Suspension

Suspension refers to the temporary removal of a pupil from school as a consequence of violating the school's behaviour policy. This disciplinary measure is typically applied for less severe infractions. It can last anywhere from one to five school days, depending on the severity of the incident and the pupil's prior behaviour record.

The purpose of a suspension is not only to address the immediate behaviour but also to provide an opportunity for reflection and to encourage better choices in the future. In cases where a pupil's disruptive behaviour continues despite initial suspensions, the Headteacher may choose to impose an extended

suspension. This could last longer than the typical five days, result in alternative educational arrangements, or, in extreme cases, lead to permanent exclusion from the school.

For instance, if a pupil consistently uses abusive language toward staff members, the school may first suspend the pupil as a consequence of this behaviour. Following this, school officials would likely take further steps, such as providing counselling or implementing strategies to address behavioural issues, to ensure that the pupil understands the impact of their actions and can engage positively in the school environment.

3.2 Permanent Exclusion

Permanent exclusion is the most severe disciplinary measure a school can impose, resulting in a pupil's complete removal from the educational institution. This action is considered only in cases of severe or repeated violations of school policies, particularly when a pupil's behaviour poses a significant threat to the safety and well-being of others in the school community.

Such extreme measures are typically reserved for situations where all alternative interventions have been thoroughly explored and deemed ineffective. For instance, if a pupil engages in a violent altercation with another pupil that jeopardises not only their own safety but also that of their peers and staff, the school may resort to permanent exclusion. This process would include a careful review of the incident, documentation of prior behavioural issues, and consideration of any support offered to the pupil, such as counselling or behavioural interventions. The goal is to ensure that the decision is fair, justified, and in the best interest of the school environment.

3.3 Off-Site Direction and Managed Move

Off-site direction is a temporary measure in which a pupil is placed at an alternative school or educational provision to address ongoing behavioural concerns. This approach should only be considered after all other interventions and support strategies have been thoroughly explored and deemed ineffective. It is essential to establish a clear and mutually agreed-upon plan outlining the conditions for the pupil's eventual return to their original school, ensuring that both the pupil's needs and the school's commitment to supporting positive behaviour are prioritised.

A **Managed Move**, in contrast, involves the permanent transfer of a pupil to a different school. This process is carefully orchestrated and requires a comprehensive review of the pupil's circumstances, agreement from both the sending and receiving schools, and consent from the pupil's parents or guardians. A Managed Move aims to provide a fresh start for the pupil in an environment better suited to their needs, thereby improving their educational experience and supporting their overall development.

4. Roles and Responsibilities

4.1 The Headteacher

The Headteacher has ultimate responsibility for decisions on pupil suspensions and permanent exclusions. In this role, they will:

- **Conduct a Comprehensive Investigation:** This includes thoroughly examining all incidents by collecting detailed witness statements, reviewing relevant evidence, and ensuring the perspectives of the affected pupils are fully heard and considered.

- **Evaluate the Contextual Factors:** The Headteacher will carefully consider the pupil's background, looking into any underlying issues that may have contributed to the incident. This assessment also involves reviewing whether appropriate support systems, such as counselling or mentorship programmes, are in place to effectively address the pupil's needs.
- **Explore Alternative Interventions:** Exclusion will only be considered as a last resort. The Headteacher will assess all possible alternatives, such as managed moves to different educational settings, restorative practices focused on repairing relationships, or alternative educational provision tailored to the pupil's specific circumstances and needs. This thorough approach aims to identify constructive solutions that prioritise the pupil's well-being and development.

4.2 The Governing Body

The governing body plays a crucial role in overseeing the exclusion process within the school, ensuring that all actions comply with legal standards and that the Headteacher's decisions are thoroughly reviewed.

They are responsible for several key duties, including:

- **Monitoring Exclusion Data:** The governing body regularly reviews exclusion statistics to ensure they are applied consistently and fairly across all pupil demographics. This involves analysing trends and disparities in the data, while remaining committed to upholding equitable treatment for all pupils.
- **Reviewing Behavioural Patterns:** They are tasked with identifying and addressing any recurring behavioural issues that may require additional interventions or support for pupils. This includes evaluating whether current school policies effectively address the underlying causes of such behaviours and recommending necessary adjustments.
- **Engaging Stakeholders:** The governing body actively engages with teachers, parents, and pupils when reviewing exclusion practices to gather a broad range of perspectives and to foster a collaborative environment focused on pupil well-being.
- **Implementing Supportive Measures:** Beyond monitoring and review, the governing body is also responsible for ensuring that adequate support systems are in place for pupils at risk of exclusion, including counselling, mentoring, and development programs to improve pupil behaviour and school engagement.

By fulfilling these responsibilities diligently, the governing body ensures that the school not only adheres to legal requirements but also aligns its practices with the broader goals of fairness, support, and pupil development.

4.3 Parents and Carers

Parents play a crucial role as partners in the disciplinary process, and they can expect the following:

- **They will be promptly informed** if their child is suspended or permanently excluded, ensuring they are aware of the situation as it develops.
- **They will have the opportunity to actively engage** in the process by attending meetings and reviews, where they can voice their perspectives and concerns.
- **They will receive comprehensive guidance** on how to appeal any decisions, providing the necessary information and support if they believe the exclusion is unjust.

4.4 External Agencies and Support Services

To ensure a comprehensive understanding and support for pupils exhibiting challenging behaviours, the school will engage with external agencies, including social workers, health professionals, and educational psychologists. These collaborations aim to identify and address any underlying issues that may be contributing to the pupils' behaviour. By working closely with these specialists, the school can develop tailored interventions that promote each child's well-being and academic success.

In addition, the school will maintain an active partnership with **Virtual School Heads (VSH)** specifically for children in care. This collaboration will enhance communication and facilitate the implementation of personalised educational strategies that address the unique needs of these vulnerable pupils, ensuring they receive the support they need to thrive both in and out of the classroom.

5. Procedures for Suspension and Exclusion

5.1 Decision-Making Process

When a pupil's behaviour necessitates exclusion, the Headteacher will undertake the following comprehensive steps:

- **Conduct a Thorough Investigation:** This process involves gathering pertinent evidence related to the incident, such as reviewing CCTV footage, examining written accounts, and collecting other documentation. The Headteacher will also interview witnesses—such as teachers, staff members, and fellow pupils—and provide the pupil in question with a fair opportunity to present their version of events, ensuring they feel heard and understood.
- **Assess the Seriousness of the Behaviour:** The Headteacher will evaluate the nature and gravity of the behaviour against the established school's behaviour policy. This assessment will consider factors such as the frequency of the behaviour, intent, impact on others, and any previous incidents involving the pupil.
- **Explore All Alternatives to Exclusion:** Before proceeding with exclusion, the Headteacher will carefully consider a range of alternatives. This may include implementing restorative justice practices to facilitate reconciliation between affected parties, placing the pupil off-site in a different educational setting, or arranging a managed transfer to another school that better suits the pupil's needs and circumstances.
- **Consult Relevant Stakeholders:** The Headteacher will engage with key stakeholders, including the Special Educational Needs Coordinator (SENCO) and safeguarding leads, particularly when the pupil has additional needs or vulnerabilities. This collaboration ensures that all factors are considered and that the decision is in the best interests of the pupil and the school community.

By following these steps, the Headteacher aims to uphold the values of fairness and thoroughness while addressing the behaviour effectively.

5.2 Reintegration and Support After Suspension

A comprehensive reintegration plan will be crafted to focus on the individual's unique needs and circumstances. This plan may encompass the following components:

- **Daily Check-Ins:** The individual will engage in regular, structured check-ins with a designated mentor. These sessions will provide ongoing support, guidance, and accountability, enabling the identification and discussion of any challenges encountered during reintegration.
- **Behavioural Support Sessions:** Tailored sessions will be implemented to address the underlying causes of the individual's behaviour. These may involve therapeutic approaches, skill-building exercises, and goal-setting strategies to promote positive behaviour changes while fostering self-awareness and personal growth.
- **Restorative Practices:** To facilitate healing and understanding, restorative meetings will be organised involving the affected parties. These sessions aim to encourage open dialogue, promote empathy, and work towards repairing any harm caused. The goal is to create a supportive environment that emphasises accountability and fosters stronger relationships within the community.

Through this multifaceted approach, the reintegration plan aspires to provide a supportive framework that encourages personal development, accountability, and community healing.

5.3 The Independent Review Process

If a permanent exclusion from school is upheld, parents have the right to request an independent review of the decision. This review process is designed to provide a fair and thorough examination of the exclusion, ensuring the following key aspects:

- **Lawfulness and Reasonableness:** The independent review panel assesses whether the original exclusion decision was made in accordance with relevant laws and regulations. This includes verifying that the school followed proper procedures and that the reasons for the exclusion were justified and appropriate.
- **Procedural Fairness:** The review ensures that the legal rights of the pupil and the parents were respected throughout the exclusion process. This includes considering whether the pupil had the opportunity to present their case and whether they were adequately informed of the reasons for their exclusion.
- **Independent Panel Review:** A panel of independent members will take a fresh look at the circumstances surrounding the exclusion. They will evaluate all the evidence presented, including any new information that may not have been considered during the initial decision-making process.
- **Authority of the Panel:** The independent panel holds the power to recommend that the school reconsider its exclusion decision. If the panel identifies any flaws or shortcomings in the school's process or finds that the decision lacks sufficient justification, it has the authority to quash the exclusion entirely.

In summary, this independent review helps ensure accountability and fairness in the exclusion process, providing parents and pupils with an avenue to challenge decisions that may have significant implications for their education and wellbeing.

6. Safeguarding and Inclusion Considerations

6.1 Vulnerable Pupils

Special consideration will be given to the following groups:

- **Pupils with Special Educational Needs and Disabilities (SEND):** Their unique additional needs will be carefully assessed to ensure that appropriate and reasonable adjustments are implemented. This may include tailored educational resources, individualised support plans, and access to specialised services to foster their learning and development.
- **Looked After Children (LAC):** The educational and welfare requirements of these pupils will be treated as a top priority. Collaboration with the **Virtual School Head (VSH)** will be integral to ensuring that all strategies and supports align with their best interests and promote their academic success and emotional well-being.
- **Pupils at Risk of Harm:** In cases where there are safeguarding concerns, extreme caution will be exercised during the decision-making process. The priority will be to avoid exclusion unless necessary, ensuring that the pupil's safety and well-being remain at the forefront of all actions. Whenever possible, alternative measures and support systems will be explored to keep the pupils engaged in their education.

6.2 Preventing Discrimination

The school is committed to closely monitoring the exclusion process to ensure that no pupil faces unfair discrimination on the basis of gender, race, disability, or any other protected characteristic, as outlined in the **Equality Act 2010**. This legislation establishes a clear framework for our operations, promoting equity and fairness within the educational environment.

Key elements of our approach include:

- **Inclusive Practices:** We firmly believe that every child deserves the right to participate fully in the educational experience. Consequently, no pupil will be excluded based on their background, individual characteristics, or personal circumstances. Our policies are designed to support all learners and create a welcoming, supportive atmosphere.
- **Diversity Awareness Training:** To ensure our commitment to equity is reflected in our daily practices, all staff members will undergo regular training to recognise and prevent discriminatory behaviours. This training will emphasise the importance of equitable treatment for all pupils and equip staff with the skills needed to foster an inclusive environment.

Through these initiatives, the school aims to create a safe and supportive learning environment where all pupils can thrive without the fear of bias or prejudice.

7. Education Provision During Exclusion

7.1 Alternative Education

The school is committed to ensuring that pupils who face exclusion receive a suitable education tailored to their individual needs. This will be achieved through a variety of avenues, including:

- **Alternative Provision:** This may involve placement in other educational institutions that specialise in supporting pupils with specific challenges, as well as participation in specialised programmes designed to help them reintegrate into mainstream education.

- **Online Learning Platforms:** Where applicable, pupils will have access to robust online learning resources and virtual classrooms, enabling them to continue their education remotely. This will include a range of subjects and interactive learning experiences that facilitate ongoing academic progress.

By taking these measures, the school aims to provide a comprehensive educational experience that keeps all pupils engaged and on track for future success, regardless of their current circumstances.

7.2 Special Educational Needs

If a pupil has **Special Educational Needs and Disabilities (SEND)**, the school is committed to ensuring that any educational provision made during their exclusion is tailored to meet their specific needs. This includes identifying and implementing reasonable adjustments to facilitate their learning. The school will collaborate with relevant specialists to provide appropriate resources and support, ensuring that the pupils' educational experience is maintained as much as possible, even when they are not physically present in the classroom. This approach aims to minimise disruption to their learning journey and promote a seamless reintegration into the school environment once the exclusion period concludes.

8. Monitoring and Review

8.1 Monitoring Exclusion Data

Regular monitoring and comprehensive review of exclusion data are essential to ensure that exclusions are applied fairly, consistently, and in strict adherence to statutory requirements. The school will implement a systematic approach to track the following key metrics:

- **Total Number of Suspensions and Exclusions:** This will encompass both fixed-term exclusions, where a pupil is removed from school for a specified period, and permanent exclusions, which involve a complete removal from the school. This data will be collected regularly to identify trends over time.
- **Characteristics of Excluded Pupils:** Detailed demographic information for each excluded pupil will be documented, including factors such as Special Educational Needs (SEN), gender, ethnicity, age, and socioeconomic background. This will allow for a nuanced understanding of the population and any disparities in exclusion rates.
- **Patterns of Exclusion:** The school will analyse the nature and reasons behind exclusions, explicitly focusing on recurring behavioural issues such as physical violence, verbal abuse, and bullying. By categorising these behaviours, the school can better understand the circumstances that lead to exclusions.

The gathered data will undergo a thorough review process with the following objectives:

- **Fairness in Application:** Examine whether exclusions are administered equitably across all demographic groups, ensuring that no protected characteristics—such as disabilities, ethnicity, or socioeconomic status—are disproportionately affected. This will involve comparing exclusion rates across groups to identify any inequities.
- **Identification of Emerging Patterns:** Investigate any trends in pupil behaviour or external factors that may be affecting exclusion decisions. This could include examining correlations with family

issues, community influences, or a lack of supportive resources. Understanding these factors will help the school devise targeted interventions and support strategies to reduce the incidence of exclusions.

By conducting this rigorous analysis, the school aims to foster a more inclusive environment that supports all pupils while maintaining a safe and conducive learning environment.

8.2 Internal Monitoring and Evaluation

The **Proprietary Board** will take an active role in the ongoing review of exclusion data to ensure that any troubling patterns are promptly identified and effectively addressed. This oversight will involve several key components:

- **Termly Reports on Exclusion Statistics:** Detailed reports will be generated at the end of each term, presenting comprehensive statistics on exclusion incidences. These reports will not only track the number of exclusions but also analyse the demographics of affected pupils, the reasons for exclusions, and the outcomes for pupils both during and after the exclusion period.
- **Evaluation of Support Services:** A critical review will be conducted to assess the efficacy of existing support services. This will include a thorough analysis of current interventions such as behaviour management strategies, mentoring programs, and alternative educational provisions. We will examine specific metrics to assess the success of these interventions in preventing exclusions, including pupil engagement, academic performance, and feedback from pupils and staff on the support provided.

The insights gleaned from these reports and evaluations will serve as a foundation for making informed adjustments to the Behaviour Policy and refining our overall approach to managing pupil behaviour within the school. This proactive strategy aims to create a supportive environment that fosters positive behaviour and minimises the need for exclusion.

8.3 Stakeholder Feedback

One essential element of enhancing the exclusion process is systematically collecting feedback from all stakeholders in the educational community. This can be achieved through several targeted strategies:

- **Staff Surveys:** Conducting comprehensive surveys among staff members can provide valuable insights into their understanding and adherence to the exclusion policies. Questions should focus on the clarity of the procedures, perceived effectiveness during implementation, and suggestions for areas for improvement. Additionally, these surveys can evaluate staff confidence in handling exclusion situations and the support available for both educators and pupils.
- **Pupil Feedback:** Understanding pupils' experiences of exclusion and subsequent reintegration is crucial. This could involve interviews or focus groups that allow pupils to express their feelings and perceptions about the fairness and transparency of the exclusion process. Understanding the emotional and psychological impact of exclusion on pupils can inform strategies for better support systems and smoother reintegration practices.
- **Parent Consultations:** Engaging in meaningful consultations with parents is vital to assessing their perspectives on the exclusion process. This can include forums, surveys, or one-on-one meetings that explore how well the exclusion policies are communicated to families, their understanding of the rationale behind exclusions, and their views on the overall fairness and effectiveness of the

process. Gathering this feedback can help schools refine communication strategies and build stronger partnerships with families during challenging situations.

By incorporating these diverse feedback mechanisms, schools can create a more inclusive and effective exclusion process that takes into account the opinions and experiences of all stakeholders, ultimately leading to a more equitable educational environment.

8.4 Adjusting Practices Based on Monitoring

If monitoring uncovers discrepancies, such as a higher-than-anticipated rate of exclusion among specific groups—particularly pupils with Special Educational Needs and Disabilities (SEND)—the school will take the following comprehensive actions:

- **Review Existing Support Mechanisms:** The school will conduct a detailed evaluation of the current support systems in place for these groups. This includes assessing the adequacy and effectiveness of resources, staff qualifications, and the accessibility of support options available to SEND pupils.
- **Reassess Early Intervention Programs:** A thorough reassessment of the implementation of early intervention programs will be undertaken. This includes initiatives such as restorative practices, peer mentoring opportunities, and additional learning support. The goal is to identify barriers to implementation and enhance these programs' responsiveness to better serve pupils' diverse needs.
- **Update Staff Training:** Training sessions will be updated and expanded for all staff to ensure they are equipped with the skills and understanding needed to apply school policies effectively. These sessions will focus on bridging any gaps in knowledge about vulnerable pupils' needs, promoting inclusive teaching strategies, and fostering a welcoming environment that encourages participation from all pupils, especially those from marginalised groups.

Additionally, the school will establish a structured timeline for regular reviews of its alternative provision arrangements. This is to ensure that pupils who have been excluded from school do not fall behind academically or socially. The provision will focus on delivering high-quality education and comprehensive support tailored to each pupil's unique needs during their period of exclusion, thereby facilitating smoother reintegration into the school environment.

Through these proactive measures, the school aims to address and reduce disparities, ensuring all pupils receive equitable opportunities for success and support.

9. Links to Other Policies

This Suspension and Permanent Exclusion Policy should be considered alongside several other essential school policies that collectively ensure the exclusion process is both fair and inclusive. These accompanying policies encompass a range of aspects, including pupil behaviour expectations, disciplinary procedures, support interventions for at-risk pupils, and appeals processes. By integrating these guidelines, we aim to create a comprehensive framework that upholds pupils' rights while maintaining a safe and conducive learning environment. Each policy plays a vital role in promoting transparency and equity throughout the exclusion process, ensuring that all pupils are treated with respect and dignity.

9.1 Behaviour Policy

The Behaviour Policy serves as the foundational framework for our approach to pupil conduct. It clearly articulates the expected standards of behaviour for all pupils, outlines the potential consequences for

failing to meet them, and details a comprehensive range of interventions and support systems to help pupils adhere to these expectations.

This policy encompasses several key elements:

- **Graduated Approach to Discipline:** The policy outlines a tiered system of discipline that begins with informal interventions, such as verbal warnings or counselling sessions, to redirect pupil behaviour. If these initial measures are ineffective, more formal sanctions may be implemented, including detentions and suspensions. This structured approach ensures that responses to behaviour are proportionate and developmentally appropriate, allowing for flexibility based on individual circumstances.
- **Restorative Practices:** Integral to the Behaviour Policy is the emphasis on restorative practices. These approaches focus on resolving conflicts and rebuilding relationships, rather than solely punishing inappropriate behaviour. Restorative practices are employed to facilitate open dialogue among pupils, encouraging accountability and understanding. This process plays a crucial role in supporting the reintegration of pupils who have experienced exclusion, fostering an environment where they can learn from their experiences and make positive behavioural changes.

By clearly defining these components, the Behaviour Policy aims to create a supportive and respectful learning environment that promotes personal growth and enhanced academic outcomes for all pupils.

9.2 Special Educational Needs (SEN) Policy and Information Report

The SEN Policy serves as a comprehensive framework for the school's commitment to supporting pupils who have special educational needs and disabilities. It is crucial that:

- Any decisions regarding exclusion take into account the specific Special Educational Needs (SEN) that may be affecting the pupil's behaviour, ensuring a nuanced understanding of their situation.
- Thoughtful and reasonable adjustments are implemented to assist pupils with SEND in meeting the school's behaviour expectations. This approach is vital to ensure that these pupils are not unjustly penalised for behaviours that may be closely linked to their disabilities, fostering an inclusive and fair educational environment for all.

9.3 Safeguarding Policy

Exclusion is a critical process that must always prioritise pupils' safety. This policy is designed to ensure that:

- Any decision regarding exclusion or suspension must rigorously consider whether the pupil is at risk of harm. It is essential to assess any existing child protection concerns and evaluate how the exclusion process may exacerbate safeguarding issues. This includes examining the circumstances surrounding the behaviour that led to the exclusion and understanding the broader context of the pupil's life.
- Pupils who are Looked After Children (LAC), those with a designated social worker, or those identified as at risk of harm, warrant special attention during the exclusion process. This necessitates proactive involvement from relevant agencies, such as social workers and **Virtual School Heads (VSH)**. Stakeholder input is crucial to ensure the pupil's welfare is at the forefront of

any decision-making, allowing for a tailored approach that considers their unique needs and circumstances.

Incorporating these considerations ensures that the exclusion process is not only fair but also deeply rooted in the commitment to safeguarding vulnerable pupils and supporting their ongoing development and well-being.

9.4 Anti-Bullying Policy

When exclusion is a consequence of bullying, the Anti-Bullying Policy will serve as the framework for the school's response. This comprehensive policy ensures that:

- **Clear Guidelines for Addressing Bullying:** The school establishes specific and well-defined protocols for tackling all types of bullying, including the often-overlooked issue of peer-on-peer abuse. These protocols outline circumstances that may warrant suspension or exclusion to promote a safe and respectful school environment.
- **Targeted Interventions Upon Return:** Any pupil excluded for bullying will not only face disciplinary measures but also receive structured support upon reintegration into the school community. This support will include targeted interventions, such as restorative justice sessions, designed to facilitate dialogue between affected parties, repair harm, and significantly reduce the likelihood of future bullying incidents.

This approach aims not only to address the immediate issue but also to foster empathy, understanding, and personal growth among all pupils involved.

9.5 Attendance Policy

This policy is closely linked to the **Attendance Policy** and outlines essential provisions for pupils who experience exclusion. It ensures that these pupils are:

- **Provided with tailored support** to remain actively engaged in their education during any exclusion period. This support may include access to online resources, tutoring, and regular check-ins with teaching staff to foster continued learning and participation.
- **Not left without educational opportunities for extended periods.** The policy mandates that all excluded pupils receive full-time education within five school days of their exclusion, in compliance with statutory requirements. This may involve alternative educational arrangements, such as placement in alternative provision or participation in academic support programs to meet their individual learning needs.

By implementing these measures, we aim to minimise disruption to pupils' education and promote their right to quality educational experiences, even during challenging times.

10. Appendices

10.1 Independent Review Panel Training

The Independent Review Panel plays a vital role in ensuring fairness and transparency in the process of permanent exclusions from schools. To effectively carry out this responsibility, members of the review panel must not only be qualified but also possess a comprehensive understanding of the relevant

regulations and best practices. Consequently, the **Local Authority (LA)** is tasked with providing thorough training for all panel members within a two-year timeframe before any review. This training should encompass several critical areas:

- **Understanding of Legislation:** Panel members must have a thorough knowledge of the laws governing school exclusions, specifically the **Equality Act 2010** and the **Children and Families Act 2014**. This includes understanding the implications of these laws for pupils' rights and educational institutions' responsibilities. Such knowledge ensures that the panel's decisions are lawful and equitable.
- **Procedural Fairness:** The panel must adhere to principles of natural justice and procedural fairness throughout the review process. This includes ensuring that all parties involved have a chance to present their case, that evidence is reviewed impartially, and that decision-making processes are transparent and well-documented. The panel must cultivate an atmosphere of trust and equity where all stakeholders—pupils, parents, and school representatives—feel heard and respected.
- **Special Educational Needs (SEND):** The panel must also be well-versed in the considerations surrounding pupils with Special Educational Needs and Disabilities (SEND). They must understand how these needs can significantly influence the decision to exclude. To support this, a **Special Educational Needs (SEN)** expert may be appointed to provide guidance and insights, ensuring that the needs of these pupils are adequately considered and that their rights are protected throughout the review process.

Additionally, the appendix accompanying this document will offer comprehensive information on the responsibilities and functions of the panel chair, outlining the clerking process and detailing the structure of the panel's decision-making framework. This information will ensure that all procedural elements are carried out effectively and consistently, further enhancing the integrity of the review process.

10.2 Example Case Studies

To illustrate the policy's application, the appendix will include a comprehensive selection of case studies. These case studies will offer detailed real-life examples that encompass the following key areas:

- **Types of Behaviour Leading to Suspension or Permanent Exclusion:** This section will examine specific behaviours that warrant disciplinary action, including serious breaches of established behaviour policies, acts of violence, and persistent disruption. Each example will highlight the context surrounding the behaviour, demonstrating the severity and implications for the educational environment.
- **Interventions Utilised Before Exclusion:** We will explore various interventions implemented before resorting to exclusion as a disciplinary measure. This will include restorative practices to promote accountability and reconciliation, mentoring programs to provide guidance and support, and alternative educational options that allow pupils to continue learning in a different setting. Each intervention will be examined, showcasing its objectives and effectiveness in addressing behavioural issues.
- **Outcomes of the Reintegration Process:** Finally, the case studies will illustrate the outcomes of pupils' reintegration into the school environment. This will include a detailed analysis of how pupils were reintroduced to their peers and the strategies employed to facilitate their return. Additionally,

we will assess whether the reintegration led to improved behaviour and academic progress, providing a holistic view of the process's success.

These case studies are designed not only to contextualise the policy but also to serve as practical examples for staff and parents. By showcasing real situations and their resolutions, we aim to enhance understanding and offer insight into the policy's practical application in the school setting.

The Suspension and Permanent Exclusion Policy for IW is meticulously crafted to ensure that exclusions are utilised only as a last resort, emphasising consistency and fairness throughout the process. The school is committed to a thorough approach that includes careful monitoring, comprehensive data analysis, and regular policy reviews, which collectively foster informed decision-making regarding exclusions.

The primary focus of each decision is to prioritise the pupil's well-being, safeguarding their right to education while also considering their ability to reintegrate effectively into the school community. This holistic perspective ensures that every pupil is treated with respect and dignity throughout the exclusion process.

In crafting this policy, we have expanded upon the core elements of the IW policy and incorporated best practices outlined in UK legislation. This enables IW to uphold a fair, transparent, and legally compliant exclusion process. Moreover, our approach is designed to be sensitive to the diverse needs of all pupils, taking into account their individual circumstances, backgrounds, and potential challenges. By fostering an inclusive environment, we strive to support each pupil's educational journey while maintaining the integrity and safety of the school community.

11. Procedures for Exclusion and Suspension

11.1 Pre-Exclusion Process: Early Intervention and Preventive Measures

Before considering any exclusion or suspension, IW is deeply committed to exploring a wide range of interventions to prevent the need for such measures. This proactive approach emphasises the importance of support and guidance, and this section will delve into the specific strategies employed:

- **Behavioural Support Programs:** The school has developed several robust behavioural support initiatives to address issues early, thereby preventing suspension or exclusion. These programs include:
- **Restorative Justice Practices:** The school implements restorative practices within the classroom environment to address conflicts effectively. This approach involves facilitated discussions in which pupils can express their feelings, understand the impact of their actions on others, and ultimately work to repair the harm they have caused. This not only fosters accountability but also promotes empathy and emotional growth among pupils.
- **Mentoring Programs:** To support pupils exhibiting challenging behaviours, the school assigns mentors who provide individualised attention and guidance. These mentors help pupils identify and address the underlying causes of their behaviour, which may include personal or family challenges. This personalised support is designed to encourage positive behavioural changes and foster resilience.

- **Individualised Behavioural Interventions:** The school creates tailored Behaviour Intervention Plans (BIPs) to meet the unique needs of pupils who struggle to maintain positive behaviour. These plans may include specific strategies, accommodations, and support systems that are regularly reviewed and adjusted based on the pupil's progress.
- **Collaboration with External Agencies:** IW recognises the value of a collaborative approach when addressing behavioural challenges. The school partners with external agencies, including social services, mental health professionals, and the Educational Psychology Service. By drawing on the expertise of these professionals, the school ensures that pupils receive comprehensive support tailored to their individual circumstances, enhancing the effectiveness of interventions and minimising the likelihood of exclusion.
- **Parental Involvement:** Engaging parents as partners in their child's education is crucial for preventing exclusion. IW holds proactive meetings with parents to discuss behavioural concerns, share observations, and explore alternative solutions together. These discussions may lead to adjustments in the pupil's learning environment, increased academic support, or access to mental health resources, all aimed at fostering a more conducive learning experience.
- **Targeted Support for Vulnerable Pupils:** The school places a strong emphasis on providing targeted support for pupils with special educational needs or those at risk of exclusion due to socio-economic factors. These pupils are given prioritised access to tailored resources, such as peer mentoring programs, learning support assistants, and counselling services. This ensures that vulnerable pupils have a strong support network to help navigate their educational journeys and mitigate factors that may lead to exclusion.

By incorporating these detailed strategies into its approach, IW aims not only to address behavioural issues but also to create a nurturing environment where every pupil has the opportunity to thrive.

11.2 Decision-Making Process for Suspension or Permanent Exclusion

When a pupil's behaviour escalates to the point where exclusion or suspension is contemplated, the Headteacher adheres to a meticulous and transparent decision-making process designed to uphold fairness and comply with statutory guidance. This comprehensive approach involves several critical steps to ensure that every aspect of the situation is thoroughly examined:

- **Gathering Evidence:**
Before arriving at a decision, the Headteacher undertakes the following actions:
- **Comprehensive Evidence Collection:** The Headteacher will compile all pertinent evidence regarding the pupil's behaviour. This includes obtaining detailed witness statements from staff, fellow pupils, and any other relevant parties involved in the incident. The goal is to create a complete picture of the events leading up to the behaviour in question.
- **Opportunity for the Pupil to Respond:** The pupil must have had the chance to present their perspective on the incident, in cases where the pupil may have difficulty communicating their thoughts effectively—such as those with Special Educational Needs and Disabilities (SEND) or language barriers—an advocate may be included in the process. This advocate can be a parent, social worker, or support worker who can help articulate the pupil's viewpoint.

- **Review of Disciplinary History:** The Headteacher will assess the pupil's disciplinary record to determine whether there have been prior interventions or whether the current behaviour is part of a recurring pattern. This historical context is vital in understanding the pupil's behaviour and shaping future interventions.
- **Consideration of Context:**
The Headteacher takes into account a wide range of contextual factors before making a decision:
- **External Influences:** Factors such as family dynamics, trauma, or mental health challenges may significantly affect the pupil's behaviour. Acknowledging these aspects is essential to avoid a punitive approach that fails to consider the underlying issues.
- **SEND Status and Reasonable Adjustments:** The Headteacher will evaluate whether appropriate adjustments were made to accommodate the pupil's educational needs. It is essential to ascertain whether the school provided the necessary support that aligns with the pupil's SEND requirements, enabling them to meet the school's behaviour expectations.
- **Vulnerability Factors:** If the pupil is Looked After (LAC) or has a designated social worker, these additional vulnerabilities must be considered. Such pupils may require special consideration and tailored approaches when making disciplinary decisions.
- **Exploration of Alternative Measures:**
Before finalising a decision regarding exclusion, the Headteacher will explore all potential alternatives to suspension:
 - **Managed Moves:** This option involves transferring the pupil to another school that may provide a more suitable environment for their needs, to avoid exclusion while ensuring support continues.
 - **Off-Site Directions:** The Headteacher may recommend placement in an alternative provision specifically designed to meet the pupil's needs, providing a more supportive educational framework.
 - **Enhanced Pastoral Support:** Increasing interpersonal support is also an option, which could involve regular meetings with the pupil's mentor, counsellor, or a dedicated support team to address behavioural concerns constructively.
- **Final Decision:**
After a thorough review of the gathered evidence, consideration of contextual factors, and exploration of alternatives, the Headteacher will arrive at a final decision. If it is determined that suspension or permanent exclusion is warranted, the Headteacher will promptly inform the pupil's parents or guardians. They will also provide relevant documentation outlining the rationale for the decision and detailing the steps to follow, in line with school policy and statutory requirements. This process ensures transparency and keeps the lines of communication open between the school and the family.

11.3 Communication with Parents

Once a decision has been made to suspend or permanently exclude a pupil, IW adheres to a comprehensive set of communication guidelines to ensure clarity and transparency:

- **Immediate Notification:** The Headteacher will promptly notify the parents of the exclusion within the same school day. For suspensions, this notification will be made by the end of the afternoon session. This immediate communication aims to keep parents informed and engaged in the process from the outset.
- **Written Notification:** Following the immediate notification, parents will receive a detailed written letter that includes:
 - **Reasons for the Exclusion or Suspension:** A thorough explanation of the specific behaviours or incidents that led to the decision, ensuring parents understand the context and rationale behind the action.
 - **Duration of the Suspension or Confirmation of Permanent Exclusion:** Clear information regarding the length of the suspension, if applicable, or a confirmation of the permanent exclusion, providing clarity on the next steps.
 - **Appeal Process:** Instructions for parents on how to appeal the decision or request a review of the exclusion. This section will provide details on timelines, the appeal format, and who to contact for assistance.
 - **Rights to Representation:** An emphasis on the rights of parents to have representation during any meetings related to the exclusion. This includes the possibility of a parental advocate attending, ensuring that parents feel supported throughout the process.
 - **Educational Provision During Exclusion:** Information regarding the educational provisions available during the suspension or exclusion period, including whether alternative educational arrangements have been made to support the pupil's learning during this time.
 - **Legal Requirements:** The Headteacher will remind parents of their legal responsibilities during the exclusion period. This includes the obligation for parents to ensure their child does not enter any public place during school hours without a valid reason, such as attending a medical appointment. This reminder serves to protect both the pupil's educational interests and the school's legal standing.

By following these guidelines, IW aims to foster open communication and ensure that all parties understand their rights and responsibilities during the exclusion process.

11.4 Providing Education During Suspension

For the first five days of a pupil's suspension, the Headteacher will implement specific measures to support the pupil's continued learning and adaptation. These measures include:

- **Providing Educational Materials:** Tailored to the individual needs of the pupil. This may involve delivering resources through online platforms such as Google Classroom or Oak Academy, as well as supplying hard-copy materials for those who may not have reliable internet access or prefer traditional learning methods.
- **Ensuring that the Pupil's SEND Needs are Fully Considered:** The school will make reasonable adjustments to the curriculum and materials to ensure the assignments are accessible and engaging for pupils. This might include simplified content, varied formats, or additional staff support.
- **Alternative Provision (AP):** In cases where the suspension extends beyond five days, the school will proactively arrange alternative provision to ensure the pupil continues to receive full-time education, preventing extended gaps in learning. Alternative provision options may include:

- Enrolling the pupil in an alternative educational setting that specialises in behavioural support or caters specifically to pupils who have been excluded from mainstream education. This environment will focus not only on academic learning but also on fostering positive behaviour and social skills.
- Offering comprehensive online education pathways that enable pupils to engage with their studies remotely. This option will provide a structured curriculum and opportunities to interact with qualified educators, ensuring the pupil remains on track with their learning objectives while receiving necessary support during this transitional phase.

These steps emphasise the school's commitment to the educational welfare of all pupils, even in challenging circumstances, ensuring that they continue to thrive academically and socially.

11.5 Reinstatement and Reintegration

When a pupil is permitted to return to school following a suspension, the school will implement a comprehensive reintegration process. The following steps will be taken to ensure a smooth transition back into the school environment:

- **Reintegration Meeting:** A structured meeting will be scheduled to include the pupils, their parents or guardians, the Headteacher, and relevant staff members, such as pastoral support staff and the Special Educational Needs and Disabilities (SEND) coordinator. The objectives of this meeting will include:
 - **Discussion of Exclusion Reasons:** A candid conversation about the specific reasons for the suspension will take place. This discussion aims to foster understanding and reflection on the incident, emphasising the need for behavioural improvement.
 - **Development of a Reintegration Plan:** Together, the involved parties will create a tailored reintegration plan. This plan may encompass various forms of support, such as:
 - Increased access to counselling services to address any underlying issues.
 - Mentoring opportunities with staff or peer mentors who can provide guidance and encouragement.
 - Modifications to the pupil's timetable to help ease the transition back into the academic environment.
- **Establishment of a Behaviour Contract:** A clear and concise behaviour contract will be outlined to set expectations for the pupil going forward. This contract will detail the consequences for future infractions and the support mechanisms available to help the pupil succeed.
- **Restorative Practices:** The school will actively incorporate restorative justice principles into the reintegration process. This will include:
 - **Restorative Justice Sessions:** The school will facilitate sessions in which the pupil can meet with individuals affected by their behaviour, such as teachers, classmates, or other staff. These sessions aim to:
 - Allow the pupils to take responsibility for their actions and understand their impact.

- Enable open dialogue that promotes empathy and healing, helping to repair any damaged relationships.
- Work towards a collective agreement on how to move forward positively.

By implementing these steps, the school aims to support pupils' reintegration effectively, foster accountability, and promote a positive, conducive learning environment for all pupils.

12. Independent Review Panel

12.1 The Role of the Independent Review Panel

If parents disagree with the Proprietary Board's decision to uphold a permanent exclusion of their child from school, they have the right to request an Independent Review Panel (IRP) to assess the situation further. The IRP is established to perform a thorough and impartial examination of the exclusion decision, and its responsibilities include the following key tasks:

- **Legal and Reasonableness Review:** The IRP will evaluate whether the decision to exclude the pupil was made in accordance with the law, was reasonable under the circumstances, and was administered fairly. This involves scrutinising the evidence and rationale provided by the school to ensure it aligns with educational and legal standards.
- **Compliance with Procedures:** The panel will ensure that the exclusion process adheres to the Department for Education's statutory guidance and that the school follows its internal procedures correctly. This includes reviewing documentation of the exclusion process to verify proper adherence to timelines and requisite notifications.
- **Consideration of Special Educational Needs (SEN):** If applicable, the IRP will take into account the pupil's special educational needs. This assessment is crucial to determine how these needs were factored into the exclusion decision and whether appropriate support and adjustments were considered. The IRP will examine whether the school fulfilled its legal obligations to provide for the pupil's SEN before the decision to exclude.

In essence, the IRP ensures that pupils' rights are protected and that exclusion decisions are made with due diligence and fairness.

12.2 Requesting an Independent Review

Parents who wish to contest a school exclusion must initiate an independent review within 15 school days of receiving notification of the exclusion decision. To begin this process, they must submit a formal written notice to the local authority (LA). This notice should clearly outline the reasons for the challenge and provide specific details to support the case.

As part of the review process, a Special Educational Needs (SEN) expert may be appointed to assess and provide valuable insights regarding how the pupil's SEN status may have influenced the exclusion decision. This expert's input can be crucial in demonstrating the connection between the pupil's needs and the school's actions.

Additionally, parents may choose representation—either through an advocate or a legal representative—to assist them throughout the appeal process. This representation can help ensure that the parents' rights

are upheld and that their concerns are effectively articulated during the review. This collaborative approach is designed to provide a fair and thorough examination of the case, ultimately aiming for an appropriate resolution that considers the pupil's best interests.

12.3 The Panel's Decision

Upon conducting a thorough review of the exclusion, the panel may reach one of the following conclusions:

- **Uphold the Exclusion:** If the panel determines that the original decision to exclude the pupil was both lawful and fair, taking into account all relevant policies and guidelines, they will uphold the exclusion. This decision will be based on a careful evaluation of the circumstances surrounding the incident.
- **Recommend Reconsideration:** In cases where the panel identifies flaws in the process followed to reach the exclusion decision, such as failure to adhere to established protocols or inadequate presentation of evidence, they may recommend that the Proprietary Board reassess the decision. This recommendation may also occur if there are significant concerns regarding the fairness of the hearings or the thoroughness of the investigation.
- **Quash the Decision and Reinstate the Pupil:** Should the panel find compelling evidence that the exclusion was unjust or violated legal standards, it will quash the decision and instruct the school to reinstate the pupil. This outcome emphasises the panel's commitment to ensuring that all disciplinary actions are conducted justly and in accordance with the principles of due process.

Each of these actions underscores the panel's role in safeguarding pupils' rights and ensuring that school policies are enforced appropriately and transparently.

13. Safeguarding and Inclusion

13.1 Supporting Vulnerable Pupils

The school is committed to creating a supportive environment for vulnerable pupils by implementing reasonable adjustments during the exclusion process. The following measures will be taken:

- **Looked After Children (LAC):** Pupils classified as Looked After Children will receive priority consideration throughout the exclusion process. The school will promptly inform the Virtual School Head (VSH) to ensure effective communication and collaboration. Additional support resources, including mentoring and counselling services, will be made available to address both the educational and emotional needs of these pupils. The focus will be on providing a nurturing environment that encourages stability and continuity in their learning.
- **Pupils with Special Educational Needs and Disabilities (SEND):** A comprehensive review will be undertaken for all pupils with SEND before any exclusion decision is made. This process will involve assessing the individual's specific needs and circumstances, taking into account their educational history, support requirements, and any relevant interventions already implemented. The school will ensure that the exclusion process is inclusive, emphasising the importance of addressing any underlying issues or challenging behaviours through tailored strategies and support systems. This

proactive approach aims to facilitate positive behavioural outcomes and minimise the need for exclusion whenever possible.

By implementing these adjustments, the school aims to foster an environment that not only respects the rights of vulnerable pupils but also supports their holistic development and academic success.

13.2 Preventing Discrimination

The school is committed to closely monitoring the exclusion process to ensure that no pupil faces unfair discrimination on the basis of gender, race, disability, or any other protected characteristic, as outlined in the Equality Act 2010. This legislation establishes a clear framework for our operations, promoting equity and fairness within the educational environment.

Key elements of our approach include:

- **Inclusive Practices:** We firmly believe that every child deserves the right to participate fully in the educational experience. Consequently, no pupil will be excluded based on their background, individual characteristics, or personal circumstances. Our policies are designed to support all learners and create a welcoming, supportive atmosphere.
- **Diversity Awareness Training:** To ensure our commitment to equity is reflected in our daily practices, all staff members will undergo regular training to recognise and prevent discriminatory behaviours. This training will emphasise the importance of equitable treatment for all pupils and equip staff with the skills needed to foster an inclusive environment.

Through these initiatives, the school aims to create a safe and supportive learning environment where all pupils can thrive without the fear of bias or prejudice.

14. Links to Other Policies

The Suspension and Permanent Exclusion Policy is intricately linked to several key policies within the school, each contributing to a holistic approach to pupil management and welfare:

- **Behaviour Policy:** This policy outlines clear behavioural expectations for all pupils, detailing acceptable and unacceptable behaviours along with the corresponding sanctions for infractions. It aims to foster a positive school environment where pupils understand the consequences of their actions and are encouraged to engage in constructive behaviours.
- **Safeguarding Policy:** This policy includes comprehensive procedures designed to ensure the safety and well-being of all pupils, particularly those who are vulnerable during periods of exclusion. It emphasises protocols that must be followed to protect pupils from harm and ensure their emotional and physical safety while they are excluded from the school environment.
- **Special Educational Needs (SEN) Policy:** Acknowledging the unique needs of pupils with special educational needs and disabilities, this policy outlines specific adjustments and considerations required during suspension or exclusion. It aims to ensure that these pupils receive equitable treatment and appropriate support, maintaining their right to education even during exclusion.

- **Anti-Bullying Policy:** This policy is critical in addressing exclusions related to bullying incidents. It lays out a thorough framework for investigating bullying claims and ensures that any disciplinary actions align with the school's established anti-bullying protocols. The goal is to handle such situations effectively while supporting affected pupils and fostering a safe school culture.
- **Attendance Policy:** This policy outlines procedures for monitoring pupil attendance during periods of exclusion, including guidelines for tracking attendance in alternative education settings. It aims to maintain continuity in education and ensure that pupils engaged in alternative provisions continue to receive instruction and support towards their educational goals.

By clearly articulating these connections, the Suspension and Permanent Exclusion Policy not only addresses behavioural issues but also promotes a supportive, safe, and inclusive educational environment for all pupils.