

Suspensions and Exclusion Policy

Audience:	Parents School staff / Education Team /Governance Team Local Governing Bodies Cluster Boards Trustees
Ratified:	07/03/24
Other related policies:	Behaviour Policy
Policy owner:	Gill Ellyard
Review:	March 27

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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REAch2 Suspensions and Exclusions Policy

Statement of intent

At REAch2, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Good behaviour and discipline is essential for promoting a high-quality education. Amongst other disciplinary sanctions, the Trust recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of school Behaviour Policies. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

A "suspension" is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An "exclusion" is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

In REAch2, we are aware that permanent exclusion, in particular, should always be a matter of last resort. We always encourage head teachers to investigate alternatives in accordance with the guidance, such as:

- Off-site provision
- Managed moves
- Alternative provision.

We also work with families to ensure that whatever decision is made is right for the child and with external agencies to source provision, resources and therapies that will support the child and their family. Particularly for children with Special Educational Need or a disability where, under the Equality Act 2010, 'all schools are required to make reasonable adjustments' Every schools must also, 'use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with Special Educational Needs and Disabilities, which will include any support in relation to their behaviour that they need because of their SEND needs,' under the Children and Families Act 2014.

The Trust's approach to Suspensions and Exclusions is fully aligned to the Department of Education's [published approach](#). This document clearly defines the legal responsibilities of the headteacher, governing board, Local Authority and Trust when responding to suspensions and exclusions and provides guidance to ensure that they are dealt with both fairly and lawfully. This document can also help to secure a pupil's right to education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

We expect all Headteachers to use and comply with the guidance provided by the Department of Education in the published document: <https://www.gov.uk/government/publications/school-exclusion>

Policy Review

The Suspensions and Exclusion Policy will have a desktop review every year and a full review every three years, taking into account any legislative changes.

Any changes made to this policy will be communicated to all relevant stakeholders.