



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Suspension and Permanent Exclusion Policy

<i>Responsible Board/Committee</i>	Academy Trust Board
<i>Policy Type</i>	Hybrid Policy
<i>Policy Owner</i>	Foundation Leader in Education – Safeguarding and Wellbeing
<i>Statutory</i>	No
<i>Publish Online</i>	Yes
<i>Last Review Date</i>	July 2025
<i>Review Cycle</i>	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<i>Next Review Date</i>	July 2026
<i>Version</i>	3

<i>School</i>	King Edward VI Sheldon Heath Academy
<i>School Policy Owner</i>	M Billyeald
<i>SGB Approval Date</i>	9.10.25

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1 Purpose

Introduction

- 1.1 This exclusion policy outlines the process to be followed and the additional considerations regarding suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gates.
- 1.2 Where King Edward VI Sheldon Heath Academy's approach towards behaviour management has been exhausted, then suspensions and permanent exclusions may sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in a safe, calm, and supportive environment.
- 1.3 King Edward VI Sheldon Heath Academy will always have regard to the statutory guidance on suspensions and exclusions (August 2024) when making decisions on suspensions and exclusions, and will follow the law as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).
- 1.4 This policy should be read in conjunction with the Behaviour Policy and the SEND Policy for the school.

Application of policy

- 1.5 This policy applies to all members of the Schools of King Edward VI Birmingham community. Each school within the Foundation will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents, and pupils.

2 Definitions

Types of exclusion

Suspensions and permanent exclusions are different:

- 2.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.
- 2.2 Permanent exclusions occur when, subject to the school governing board's decision to reinstate the pupil, the pupil is permanently prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in the school.

3 Roles and responsibilities

All members of the school community are expected to follow this policy. The roles, responsibilities, and expectations of each section of our community are set out in detail below.

3.1 The Principal

All decisions to suspend or permanently exclude a pupil will be taken by the principal after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour in relation to our school's behaviour policy.

3.2 The governors

The governing board is responsible for forming committees to review exclusions and suspensions when required to do so, when requested by parents, or when, in its view, it is prudent to review an individual decision. In each case, the decision of the relevant committee, formed by the governing board, will be to decide whether to uphold the exclusion or suspension, or instead, to reinstate the pupil to the school.

3.3 Parents

Parents will be informed promptly of any suspension or exclusion, and they will have the opportunity to make representations regarding any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the principal.

3.4 Pupils

All pupils of the Schools of King Edward VI Birmingham are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the school behaviour policy will apply.

4 Procedures

CCTV, witness evidence, and pupil views

- 4.1 The school uses closed-circuit television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff, and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before any sanction is imposed. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please refer to the school's CCTV policy and privacy notices for further information.
- 4.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the principal has good reason to protect the anonymity of the relevant witness; reasons may include threats of reprisals.

- 4.3 Before taking a decision to suspend or exclude, and where appropriate, the principal will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The principal will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Reintegration strategy meetings following suspension or off-site direction

- 4.4 Where a pupil is suspended or directed to be educated off-site, upon return to school, both the pupil and their parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them how to meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning,

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

- 4.5 The school uses various measures to support a pupil's successful reintegration, including:
- Maintaining contact during the suspension and welcoming the pupil back to school in a reintegration meeting with the student and their family.
 - Daily contact in school with a designated pastoral professional/member of SLT.
 - Mentoring by a trusted adult or a local mentoring charity where required.
 - Regular reviews with the pupil and parents to recognise progress being made and raise and address any concerns at an early stage
 - Informing the pupil, parents and staff of potential external support that is available.

- 4.6 Whilst reintegration meetings are highly encouraged by the school, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

Cancelling a suspension or exclusion

- 4.7 A suspension or exclusion can be cancelled by the principal as long as the governors have not considered the suspension or exclusion. In relation to an exclusion, it cannot be cancelled if the total time the pupil has been excluded or suspended that academic year is over 45 days at the point of the decision to cancel the exclusion.
- 4.8 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the principal in accordance with the statutory guidance on suspensions and exclusions.

Suspensions before a permanent exclusion

- 4.9 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the principal will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion; therefore, any subsequent permanent exclusion would constitute a new decision, taking effect immediately after the suspension has ended. Exceptional circumstances may include instances where further evidence has come to light or where the incident was serious, necessitating time to thoroughly investigate the circumstances and consider alternative options.

Directing off-site and managed moves

- 4.10 Before taking any decision to permanently exclude a pupil, the principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- 4.11 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour, where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not required, discussions will take place with parents to gather their views on the options.
- 4.12 For a managed move to take place, there must be an agreement among the school, parents, and the new school that a managed move should occur. Before a managed move is agreed upon, the pupil will often attend the new school as part of a directed off-site visit. We will share relevant information with the new school and check that they have an integration strategy in place. At the end of this off-site direction period, the relevant parties (including the parents) will review their progress, and a decision will be made about whether it becomes a permanent managed move.

Independent review panels (IRPs)

- 4.13 The local authority arranges IRPs on the trust's behalf and requests where a permanent exclusion decision has been upheld should be made to Deborah Canton (deborah.canton@kevibham.org) within 15 school days.
- 4.14 Further details on the role and powers of IRPs can be found in part ten of the statutory guidance on exclusions and suspensions.

Reconsideration by the governing board

- 4.15 Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents, or may be a reconsideration, with only the governing board members and the clerk present.

Remote meetings

- 4.16 Any governor and/or IRP meeting may be conducted remotely, provided the parents request it and the meeting can be fairly held remotely, with all participants having access and the ability to make representations. A meeting may also be held remotely in the event of an extraordinary circumstance or unforeseen situation that makes it impracticable to hold the meeting in person; such events can include, but are not limited to, floods, fires, and outbreaks of infectious diseases.
- 4.17 In addition, when a child's social worker or the virtual school head is due to attend a meeting, they may join the in-person meeting remotely, as long as it can be accessed fairly, the technology is available, and everyone is able to make representations.

5 Compliance and Monitoring

Complaints

- 5.1 If parents have any concerns or complaints over the application or implementation of this policy, or feel that they are being pressured into a managed move, they should raise their concerns with a staff member or the principal in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the statutory guidance on exclusions and suspensions will be followed.

Equality impact

- 5.2 The Schools of King Edward VI Birmingham do all they can to ensure that their policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics; these include race, religion, disability, sexual orientation, and sex.

Monitoring arrangements

- 5.3 The School Governing Body reviews data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. Governors monitor the following to ensure the processes and support for pupils are appropriate:
- The interventions put in place for pupils at risk of suspension and permanent exclusion.
 - The processes in place for determining and reviewing directions to alternative provision ensure that such placements are reviewed at sufficient intervals to ensure that the education is achieving its objectives and that pupils are benefiting from it.

- The full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension; in particular, checking the provision is suitable and quality assured to ensure that:
 - Any previous placements have been evaluated, including support for any applicable SEND.
 - There is a process in place to monitor the pupils' attendance and behaviour at the provision.
 - The correct attendance code is being used.
 - The pupil's child protection file and any other relevant information regarding their safeguarding and welfare have been securely transferred to their new setting as early as possible.
- Whether there is any variation within the year on suspensions and permanent exclusions, and the characteristics of pupils.
- The cost implications of directing children to be educated off-site in alternative provision, and whether there are any patterns to the reasons or timing of moves.
- Whether the school register and absence codes have been recorded correctly.
- How the behaviour policy is applied, specifically its consistency.
- The circumstances in which pupils receive repeat suspensions.
- Whether personal education plans for looked-after children have been reviewed on a termly basis.

6. Legislation and guidance

- 6.1 This policy is based on statutory guidance on suspensions and exclusions (August 2024) and on relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).