



ST GEORGE'S ACADEMY

SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY

1. Rationale

In reaching a decision on whether to exclude a student, St George's Academy refers to the DfE Guidance (September 2017), entitled '*Exclusion from schools and pupil referral units in England*'.

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 as amended in 2014

2. Objectives

St George's Academy has a mission to provide an excellent education for all students. This will be best achieved in an ordered environment where there is mutual respect for all partners: trustees, governors, teachers, students and parents. All students have a right to a safe and secure environment. A detailed statement about the contribution of all partners is contained in the Home School Agreement, which forms part of the Behaviour Procedures Manual.

All students are expected to:

- Behave well in lessons
- Show respect for all members of the Academy community
- Have high personal standards
- Show respect for Academy property

The Trustees, Governors and staff at the Academy will do their best to work with all students, involving outside agencies where necessary. All issues relating to student behaviour will be fully documented on a student's file, using our Academy Go4schools and day sheet logs. Where required a behaviour support plan will be set up.

The Trustees, Governors and staff believe in Social Inclusion but if at any stage a student's behaviour is seriously preventing other students from making progress the student may be isolated and educated separately.

Both permanent and temporary suspensions will be used if deemed appropriate by the Principal.

3. Guidelines

1. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Principals in using suspension as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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 in the school.

2. The decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.



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3. Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

4. Schools should have a strategy for reintegrating pupils that return to school following a suspension, and for managing their future behaviour.

5. The behaviour of pupils outside school can be considered as grounds for suspension. This will be a matter of judgement for the Principal in accordance with the schools published behaviour policy.

When establishing the facts in relation to an exclusion decision the Principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

6. A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

7. The decision on whether to exclude is for a Principal to take. However, where practical, Principals should give pupils an opportunity to present their case before taking the decision to exclude.

Policy Developed by: Jeanette Steward, Vice Principal

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Reviewing Committee: Student Support

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Committee: Student Support