Chadwell Heath Academy

Suspensions and Permanent Exclusions policy

Priority 1	Priority 2	Priority 3
'No Child left behind'	Consistency in achieving excellence	Personal Growth and positive futures

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1 Introduction

1.1 Chadwell Heath Academy' (CHA) exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the Academy will apply. Good behaviour and self-discipline lead to effective learning and help prepare students and young people for life beyond the Academy gate.

1.2 Where the Academy's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm and supportive environments.

1.3 The Academy will always have regard to the statutory guidance on suspensions and exclusions (July 2026) 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 Academy.

2 Application of Policy

This policy applies to all members of the Academy who will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and students.

3 Types of Exclusion

Suspensions and permanent exclusions are different:

3.1 Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the Academy for a fixed period. At the end of the period, they are expected to return to the Academy following a reintegration meeting. A student may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.

3.2 Permanent exclusions are where, subject to a decision of the Trustee board to reinstate the student to the Academy, the student is prevented from attending the Academy again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the Academy's behaviour policy, and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others, such as staff or students, in the Academy.

4 Roles and Responsibilities

All members of the Academy are expected to follow this policy. Roles, responsibilities and expectations of each section of the Academy are set out in detail below.

4.1 The Headteacher

All decisions to suspend or permanently exclude a student will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the Academy's behaviour policy.

4.2 The Student Disciplinary Committee

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

4.3 Parents

Parents will be informed without delay of any suspension or exclusion, and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

4.4 Students

All students of the Academy are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in Academy life effectively. Where those expectations are breached, the behaviour policy will apply.

5 CCTV, witness evidence and student views

5.1 The Academy uses closed circuit television (CCTV) within its premises. This is to provide a safe and secure environment for students, 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 imposing a sanction. 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 Trustee review meeting.

5.2 Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any Trustee review meeting. All statements will be signed and dated, unless the Headteacher has good reason to protect the anonymity of the relevant witness; reasons may include threats of reprisals.

5.3 The decision which the Headteacher will make will be made after a consideration of any SEND or child protection issues. Although these will be taken into account, they do not indemnify the student from these sanctions. The Headteacher will take the student's views into account, considering these in light of their age and understanding. Where relevant, the student will be given support to express their view by members of the Safeguarding or Special Educational Needs teams. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6 Reintegration strategy meetings following suspension or off-site direction

6.1 Where a student is suspended or is directed to be educated off site, upon return to the Academy, both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

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

So that further suspensions are not needed, Academy staff will work with the student to understand what led to the behaviour, and to 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.

6.2 The Academy uses various measures to support a student's successful reintegration including:

- Daily contact with a designated staff member.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the student receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- Mentoring by an adult.
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support.

6.3 Reintegration meetings are essential to support the student to reestablish positive routines in the Academy. Students will not be prevented from being admitted to the Academy or receiving an education however they will not be fully reintegrated in mainstream classes until this meeting takes place.

7 Cancelling a Suspension or Exclusion

7.1 A suspension or exclusion can be cancelled by the Headteacher as long as the suspension or exclusion has not been considered by the Trustee members.

7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the statutory guidance on suspensions and exclusions.

8 Suspensions before a Permanent Exclusion

8.1 In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where for example, further evidence has come to light, a further investigation has revealed that the behaviour is more serious than first thought or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

9 Directing off-site and managed moves

9.1 Before taking any decision to permanently exclude a student, the Headteacher 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.

9.2 In the case of directing a student 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 Academy's behaviour management strategy to improve a student's behaviour, where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions will take place with parents to feed in their views about the options. The requirements in relation to any off-site direction will be followed and supervised by a member of the Senior Leadership Team.

9.3 For a managed move to take place, there needs to be agreement between the Academy, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the student will often attend the new School as part of a direction off site, but any managed move will need to comply with the new School's admissions procedures. CHA will share relevant information with the new School and check that they have an integration strategy. At the end of this off-site direction period, the relevant parties (including the parents) will review how it has gone before a decision is taken about whether it becomes a permanent managed move. A managed move will only be agreed to where it is in the student's best interests. Trustees will be informed of the outcome of the Managed move through the normal reporting cycles.

10 Independent Review Panel (IRP)

10.1 If the Academy's Student Disciplinary Committee upholds the permanent exclusion, parents have the right to request an independent review. If Parents wish to exercise this right they must apply within 15 academy days of receiving the Disciplinary Committee's decision to the clerk of the Committee. The Local Authority will arrange the IRP on the Academy's behalf.

10.2 Further details on the role and powers of IRPs can be found in part ten of the statutory guidance on exclusions and suspensions.

11 Reconsideration by the Board of Trustees

Where an IRP recommends reconsideration of the decision made by the Academy's Student Disciplinary Committee, then this will be carried out within 10 Academy days. This may involve a rehearing or may be a reconsideration with only the Trustee Committee Members and the Clerk present.

12 Remote meetings

12.1 The Student Discipline Committee and/or an IRP meetings may be conducted remotely where the parents request it be conducted remotely and the meeting can be fairly held remotely, with all participants having access and able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it is not reasonably practicable to hold the meeting in person; such events can include but are not limited to floods, fire, and an outbreak of an infectious disease.

12.2 In addition, where a student's social worker or the virtual school Headteacher are due to attend a meeting, they may join an in-person meeting remotely, as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

13 Complaints

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 Headteacher in accordance with the Academy's complaints policy. If the concern relates to an exclusion or suspension decision, or matters relating to it, the statutory procedure set out in the statutory guidance on exclusions and suspensions will be followed.

14 Equality impact

The Academy does all it can to ensure that its policies do not discriminate against students or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics; these include race, religion, disability, sexual orientation and sex.

15 Monitoring arrangements

The Trustee board will review the Academy's data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Trustee board members to ensure the processes and support for students are appropriate:

- The interventions put in place for students at risk of suspension and permanent exclusion.
- The processes in place for determining and reviewing directions off-site and such placements being reviewed at sufficient intervals to assure that the education is achieving its objectives, and that students are benefiting from it.
- The full-time educational provision for students of compulsory Academy age from the sixth consecutive Academy 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 student's attendance and behaviour at the provision.
- The correct attendance code is being used.
- The student's Protection File and any other information relevant to the student's safeguarding and welfare has 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 students.
- The cost implications of directing students to be educated off site in alternative provision and whether there are any patterns to the reasons or timing of moves.
- Whether the Academy register and absence codes have been recorded correctly.
- How the behaviour policy is applied and, specifically, its consistency.
- The circumstances in which students receive repeat suspensions.
- Whether personal education plans for looked after students have been reviewed on a termly basis.