



Cardinal Langley RC High School

EXCLUSION AND SUSPENSION POLICY

Policy type:	Statutory: https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools
Policy implementation/approval	Governing Board free to delegate
Delegated to:	Governors' Curriculum & Pupils' Issues Committee
Policy reviewed by:	Senior Deputy Headteacher – Mrs A Williams
	Sponsor Governor – Mr B McAnenny
Review frequency:	Annually
Last reviewed/approved:	Spring 2025
Date of next scheduled review:	Spring 2026
Statutory guidance	https://www.gov.uk/government/publications/school-exclusion

'Students need to recognise any wrong they have done, understand and agree what they have done, as a means of becoming more wise.'

'Teachers should use correction justly and with wisdom so it is used to change students' conduct and to bring about good.'

Rationale

Cardinal Langley RC High School promotes positive behaviour through the example set by adults and student role models, the Behaviour for Learning Policy and by having high expectations. Learning that there are consequences to inappropriate behaviour is an important aspect of education and the Behaviour for Learning Policy has clear sanctions for when expectations are not met. There are occasions when it is necessary and appropriate to suspend students, or, in very rare cases, issue a permanent exclusion. In most cases exclusion will be the last resort after a range of measures has been tried to improve a student's behaviour and engender a sense of personal responsibility. At Cardinal Langley, students identified as at risk of exclusion are referred to alternative or additional provision to meet individual needs so that we can support the student and their family as much as possible. Exclusion is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher.

A decision to suspend or exclude a student from school should be taken only

- in response to serious breaches of the school's Behaviour for Learning Policy or
- if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

Purpose

The purpose of this policy is to set out the process for suspensions and permanent exclusions for the benefit of parents, staff and students so as to ensure a consistent and fair process for all concerned in line with statutory guidance as identified above in the Gov.uk link.

Guidelines

A: Prevention of Exclusion

1. The behaviour and attitude of students is monitored frequently by pastoral staff. Where a student is deemed to be at risk of permanent exclusion, a Pastoral Support Programme will be put in place (such as: Report to Form Tutor, Report to Head of Year, support from a Key Worker and partial timetable in the Hub). This process involves the setting of SMART targets with the student and parents/carers and is frequently reviewed resulting in students either being escalated to the next level or, if behaviour is improving, de-escalating the level. Identified students will be offered a range of appropriate targeted inputs through the pastoral teams and outside agencies.
2. If a student reaches and fails stage 4 of the PSP process, their case will be presented to the Rochdale LA Inclusion panel for the consideration of an off-site direction leading to a managed move. This alternative to permanent exclusion offers the student a fresh start on a 12-week placement at a new school which, if successful, will lead to the permanent transfer to the new school. Cardinal Langley will do all it can to ensure a smooth transition and to offer support in the case of a managed move.
3. Where appropriate, and in line with the Behaviour for Learning Policy, the school will use the sanction of internal exclusion for a fixed number of days whereby students will be placed in the exclusion room and kept out of circulation with work provided. Parents/carers will always be informed by letter of this sanction and the reasons for it.

B: Permanent Exclusion

Situations leading to permanent exclusion

Permanent exclusion may result from serious, on-going behaviour problems (such as persistent disruption or persistent defiance) or the failure of a managed move. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These may include:

- a) Actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal substance; or the possession of an illegal substance
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Procedure for decision-making

Before deciding whether to exclude a student permanently the Headteacher will:

- a) Ensure that a thorough investigation has been carried out
- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equality policies, and, where applicable, race relations legislation and disability discrimination legislation
- c) Allow and encourage the student to give their version of events
- d) Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student.

Procedure after a decision to permanently exclude has been made

1. Parents/carers will be informed immediately that a decision to permanently exclude has been made – either by telephone or preferably in a meeting with the Headteacher. This will be followed by a letter of confirmation outlining the reasons for the decision and the appeal process.
2. The school will inform the parent/carer of the date of a Governors' Pupil Discipline Committee meeting at which a group of at least three governors will hear the school's case and representation from parents/carers and the student.
3. Before the meeting, the School will send all the relevant material to the parents/carers and the Governors on the committee. New material cannot be introduced by the school at the meeting.
4. The Governors will hear the case, at which parents/carers may be accompanied by a friend or representative, and come to a decision which they will inform parents/carers and governors of within 24 hours.
5. Parents/carers do have a right of appeal to an independent panel in the event the Governors uphold the exclusion and information regarding this will be included in the letter sent to parents/carers. However, under the Education Act 2011 this panel can only suggest a reinstatement of the student and not overturn the Governors' decision.

Student welfare following a permanent exclusion

1. The student may not come to school or into the school grounds unless invited in
2. Parents/carers are responsible for the child during exclusion and the student should not be in public places during school hours
3. After day 5 of an exclusion the Local Authority will arrange for alternative temporary education – usually at the Pupil Referral Unit

C. Suspension

A suspension means that a student is not allowed to come to school for a certain number of days. Students can also be excluded for lunchtime periods if behaviour at lunchtime is disruptive (which would appear on a child's attendance record as half day suspensions). A suspension can be for a fixed period of 1 to 45 days in an academic year but any exclusions over 15 days in a term must be referred to the Governors' Pupil Discipline Committee and this committee must convene if parents/carers request a meeting of this committee for any exclusions amounting to 6 days or over.

Situations leading to suspension

The School's Behaviour for Learning Policy clearly states the situations which will normally lead to a suspension but it is also at the discretion of the Headteacher (or the Senior Deputy Headteacher/Senior Assistant Headteacher acting in absence) to suspend for an incident which may not be covered by the policy and which is deemed to be of equal seriousness. Suspension will not be used for minor incidents, poor academic performance, punctuality concerns or breaches of uniform rules (except where the latter is resulting in persistent and open defiance of such rules). The length of suspension is at the discretion of the Headteacher but will be for the shortest time deemed appropriate.

Procedure after a decision to suspend a student has been made

1. Parents/carers will be informed by telephone where possible that a decision to suspend has been made. This will be followed by a letter of confirmation outlining the reasons for the decision and the appeal process.
2. Any suspensions over 15 days in a term must be referred to the Governors' Pupil Discipline Committee. This committee must convene if parents/carers request such a meeting for any suspensions amounting

to 6 days or over. If the suspension is for less than 6 days, parents/carers can make representation to the Pupil Discipline Committee but it is not obligatory for them to meet. The Pupil Discipline Committee must meet within 50 days of the committee being notified of a hearing.

3. Before a meeting of the Pupil Discipline Committee the School will send all the relevant material to the parents/carers and the governors on the panel. New material cannot be introduced by the school at the meeting. Parents/carers have the right to be accompanied by a friend or representative.
4. Students will have a reintegration meeting after a suspension (normally with the Progress and Academic Leader) where it is expected that parents/carers will attend. The purpose of the meeting is to promote an improvement in behaviour, to emphasise the joint responsibility between school and parents/carers regarding the student and to explore measures to prevent further misbehaviour.
5. The school will keep a formal record of all suspensions.

Student welfare during a suspension or exclusion

1. The student may not go to school or into the school grounds.
2. The school will set work but it is the parent/ carers' responsibility to collect the work and return it to school.
3. Parents/carers are responsible for the student during suspension and the student should not be in public places during school hours.
4. After day 5 of a suspension the school will arrange for alternative temporary education – usually at the Pupil Referral Unit or a local partner school.
5. If a student is excluded at lunchtimes and is entitled to Free School Meals, the school can make arrangements for a packed lunch to be provided if parents/carers wish.

Policy Approval:

Signature of Headteacher:		Date:	25.02.2025
Signature of Chair/Vice-Chair of the C&P Committee		Date:	25.02.2025