



# Pupil Behaviour and Exclusions Policy

Green highlights represent the changes that were made in the last review.

Created by CEO November 2023	
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## Statement of Intent

Keystone Academy Trust believes that good behaviour is essential to children’s educational prospects, and that good behaviour is encouraged through high expectations, a clear policy and an ethos in all trust schools which fosters discipline and mutual respect between pupils, and staff and pupils.

Keystone Academy Trust believes that, to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The trust is committed to:

- Promoting desired behaviour through a consistent approach
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour, promoting a culture of encouragement in which all pupils can achieve
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/guardians
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures

Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Keystone Academy Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief and sexual orientation. For disabled pupils, each school will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Keystone Academy Trust acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

All trust schools review and update their own behaviour policies at least annually to befit the needs of each school at the time.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

## Roles and Responsibilities

### The Local Authority is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked after children (LAC).
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents/guardians where they have an Education, Care and Health Plan (EHCP) and are excluded permanently, with a view to identifying a new placement.

### Board of Trustees

#### The trust is responsible for:

- Arranging for an independent review panel hearing to review the decision of the local governing board not to reinstate a permanently excluded pupil where required.

- Arranging for the independent review panel hearing to be held via remote access where requested by parents or excluded pupils aged 18 and above.

## The Local Governing Board

The Local Governing Board is responsible for:

- Providing information to the Secretary of State and Local Authority (LA) about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any pupil of compulsory school age who is suspended, where required.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil missing a public test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the public test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Arranging for the representation meeting to take place via remote access where requested by parents or excluded pupils aged 18 and over.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the headteacher and the LA of its decision and the reasons for it, without delay.
- Appointing a clerk to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.

- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

The clerk to the suspensions and exclusions review panel is responsible for:

- Informing the appropriate individuals that they are entitled to:
  - Make written representations to the panel.
  - Attend the hearing and make oral representations to the panel.
  - Be represented.
- Circulating copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel within the timeframe of the policy.

## Headteachers

The headteacher is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a pupil has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, those eligible for Free School Meals (FSM), LAC and those from certain ethnic groups.

- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be suspended or excluded on disciplinary grounds.
- Adhering to their responsibilities when cancelling an exclusion before the governing board has met to consider whether the pupil should be reinstated. Withdrawing any suspensions or exclusions that have not been reviewed by the local governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a pupil's parents without delay where the decision is taken to suspend or exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any exclusions in the headteacher's report to governors.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

## Staff

All staff, whatever their role in school, including volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination, and providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Effective practice includes seeking staff contributions to the review and development of the behaviour policy and procedures.

Staff have a responsibility to ensure that all pupils are listened to and supported and that their views are considered. Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regard to SEND issues and social or emotional issues.

The trust board, Local Governing Bodies, headteachers and staff ensure that there is no differential application of the policy and procedures against an individuals' protected characteristic.

## **Parents and carers**

The trust believes that parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The trust regards the relationship with parents and carers to be very important and seeks to foster those relationships positively to maximise support for their child.

All trust schools should encourage parents and carers to work in partnership with staff in maintaining high standards of behaviour and to raise with the school any issues arising from the operation of the school's policy.

## **Pupils**

All trust schools have high standards of behaviour, expecting pupils to learn to manage their own behaviour quickly and take personal responsibility for it. Each school should ensure that their behaviour policy, procedures and expectations are clearly communicated to pupils and understood by all. Schools should have clear systems in place for pupils to support the zero tolerance approach the trust holds on bullying, prejudice, harassment, disruptive and unsafe behaviour.

The Board of Trustees, Chief Executive Officer (CEO) and central team, Local Governing Boards, headteachers and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

## **School Rules**

All trust schools should make clear to pupils, staff and parents/ carers what the school rules (or Code of Conduct) are. Pupils are expected to follow school rules which should be displayed clearly for all to see. All schools should have clear procedures in place for pupils who fail to comply with the school rules.

## **Procedures**

Through staff consultation and periodic review, each trust school should have procedures in place which promote self-discipline and personal responsibility of staff or of pupils, promote safeguarding of pupils and which are clearly communicated and followed consistently by all staff and understood by pupils and parents.

The school's procedures, whilst consistency is essential, require a level of professional judgement from staff, to ensure that procedures carried out are fair and proportionate to the behaviour and take into consideration the needs of any pupils with SEND or any personal or safeguarding circumstances which could be exacerbated without appropriate consideration and correct professional judgement. Schools should refer to their safeguarding policies if there are behavioural concerns which could indicate a safeguarding issue.

## **Rewards and Recognition**

In line with the principles of the trust behaviour policy, all trust schools should ensure they foster a strong culture of encouragement, praise and reward, seeking to praise more often than sanction.

Keystone Academy Trust schools should consult with staff and pupils regarding their rewards systems to ensure that their systems motivate pupils at every age and stage, and give all pupils the opportunity to be recognised, praised and rewarded for hard work, effort and contribution to the school. Schools should consider pupils at every level of ability and seek not just to reward the highest attaining pupils, but also those showing improvement and good progress.

Schools should ensure they have a variety of rewards strategies in place, ranging from informal day-to-day praise and rewards to the more formal celebratory events.

## **Sanctions**

At times it may be necessary to sanction pupils when they fail to follow the school rules and expectations of staff. It is the responsibility of each school to determine their sanction systems and what works best for the pupils at their schools, whilst following the common principles set out earlier in the policy.

In order to prevent disruptive behaviour, headteachers should ensure they set the right tone and cultivate the kind of ethos in their schools which fosters discipline, where pupils can manage their own behaviour and wish to behave for the right reasons, i.e. because they want to be the best they can be, not merely to avoid sanctions. Headteachers should establish a culture of mutual respect between pupils and between staff and pupils, and where disruptive behaviour is rare and regarded as undesirable amongst pupils.

Therefore, schools should ensure that pupils experience engaging and purposeful lessons and are encouraged to participate in extra- curricular activities in school that are supported by praise and encouragement.

Schools should also strive to develop strong partnerships with parents and carers, ensuring that parents understand the school's stance and approach to behaviour and are familiar with the school policy.

The trust believes that teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents/carers in their homes. Therefore, we expect decisions in school to receive full parental support.

Schools should also ensure that staff provide clear explanations for the sanctions applied, together with guidance and discussion with the pupil on how to avoid future sanctions. Schools should ensure that appropriate adjustments are made for pupils with SEND, depending on their type and level of need, and recognise that staff responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil.

A range of sanctions may be applied when necessary. Sanctions must be appropriate, including, but not exhaustive, of the following:

- verbal warnings
- contact with parents
- withdrawal from lessons or social time ('isolation')
- fixed term suspensions
- managed moves
- permanent exclusions.

Schools should outline their range of sanctions within their policies, making it clear to pupils and parents what they can expect if a pupil's behaviour fails to meet the expected standard. Headteachers should



ensure that staff apply sanctions fairly and consistently and explain to pupils the reasons for applying a sanction.

### **Response to Bullying and Prejudiced Related Behaviour**

Keystone Academy Trust does not tolerate bullying and discriminatory behaviour. All trust schools should ensure they have systems in place where pupils can easily report any incidents or suspicions to staff; they should inform parents without delay and ensure support for both victim and perpetrators following the investigation.

The trust is committed to promoting tolerance of others. All pupils, staff and parents should know the meaning of bullying and headteachers should build a culture of intolerance to prejudiced behaviour of any kind, encouraging pupils to have the confidence to report bullying or suspicion of bullying, name calling or any kind of discriminatory behaviour. Schools should have a range of communication options for pupils to report their concerns.

Schools should ensure that any incidents of bullying and prejudiced related behaviour are recorded and monitored.

Schools should ensure their safeguarding policies reference preventing and dealing with child-on-child abuse, online bullying and sexual harassment (*in line with Keeping Children Safe in Education– Safeguarding Policy to be updated annually in September following revised DfE updates*).

### **Use Of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 'prohibited items'. The trust follows the DfE guidance (*Searching, Screening and Confiscation- July 2022*). Items on the prohibited list include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers
  - fireworks
  - pornographic images.

Some staff may receive positive handling training, which they may need to use occasionally as a last resort in situations requiring restraint of a pupil.

### **Searching With and Without Consent**

Pupils suspected of bringing in any item in the 'prohibited' list may be searched without consent, including their belongings, by the headteacher or other staff whom the headteacher authorises. Schools do not need parental permission to search, but parents or carers would be informed if a search has been made.

Headteachers should follow the DfE guidance (*Searching, Screening and Confiscation - July 2022*) stated above regarding how to conduct a search and when it may be necessary to involve the police to conduct the search.

Pupils suspected of bringing in any 'school banned' item may be searched, but only with the pupil's consent, by a member of staff who is authorised to do so or by the headteacher. Refusal to cooperate with staff is likely to incur a sanction.

## **Preventative Measures**

Before taking a final decision to exclude, the headteacher will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as preventative measures to exclusion.

### **Off-site direction**

The board of trustees may use their general powers to arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The local governing board and the headteacher will decide, in communication with the pupil and their parents, whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The governing board will notify parents, and the LA if the pupil has an EHC plan, in writing with information about the placement no later than two school days before the relevant day.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the local governing board; the local governing board will ensure, where possible, that review meetings are convened at a time suitable for the pupil's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the governing board hold a review meeting, the governing board will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

The local governing board will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

### **Managed moves**

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and governing board will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in

information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the pupil's new school to create an effective integration strategy.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Concerns and Complaints Policy.

## Suspensions and Exclusions

This policy and all processes relating to exclusions are informed by the DfE guidance issued in September 2024- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the headteacher may resort to either a fixed term suspension or permanent exclusion.

All suspensions and exclusions are monitored by the CEO who will report on a termly basis to the Standards Committee.

Where an excluded pupil is due to sit a statutory assessment, suitable arrangements will be made to ensure the pupil can still sit the examination.

Before taking a suspension or an exclusion decision, the headteacher will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEND, pupils eligible for FSM, LAC, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil
- what additional support or alternative placement may be required for a pupil with a EHC Plan or a looked after child
- that the permanent exclusion of a pupil with a EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

Local Governing Board members must access training every two years, informing them of the statutory guidance for those with legal responsibilities to exclusion. This training is provided by the local authority's Pupil Reintegration Team.

In line with the DfE's *SEND Code of Practice*, where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review. For those pupils who are SEND-K, a co-production meeting (professionals and families meeting) should be arranged to discuss the additional support and strategies which may need to be considered.

### Suspensions

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

The headteacher is able to suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher is also able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in accordance with the school's behaviour policy.

When sending a pupil home following any suspension or exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds and will not increase the severity of a pupil's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board.

Where a suspension or exclusion is cancelled, the headteacher will notify the pupil's parents, the local governing board, the LA, and, where relevant, the Virtual School Head (VSH) and the pupil's social worker. The notification will also provide the reason for the cancellation. The headteacher will offer the pupil's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into school without delay.

When a suspension or exclusion is cancelled, the local governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.

Any days spent out of school as a result of a suspension or exclusion prior to it being cancelled will count towards the maximum 45 school days that a pupil can be suspended or excluded in an academic year. A permanent exclusion will not be cancelled if the pupil has already been suspended or excluded for more than 45 school days in an academic year or if they will have been so by the time the cancellation takes effect.

The headteacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the local governing board at least once per term to allow the local governing board to have appropriate oversight.

The headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the school's management information system.

If a decision is taken to exclude a pupil for a fixed term (suspension):

- the parent is contacted by the headteacher as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the suspension and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Local Governing Board Disciplinary Committee is highlighted as appropriate.
- a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.
- The Pupil Reintegration Team at the local authority will be informed using the latest form.

Following this meeting:

- the pupil is reinstated
- the pupil may be placed on report or another appropriate temporary sanction or support
- a risk assessment is completed, a behaviour support is created or updated, and 'reasonable adjustments' will be reviewed
- a record of the suspension and meeting is recorded on CPOMS
- External agency support (Pupil Reintegration Team (PRT), Behaviour Outreach Support Service (BOSS)) to be explored is appropriate

The local governing board will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a statutory assessment.

If requested to do so by parents, the Disciplinary Committee must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term. Where a pupil is suspended for fewer than five (5) days in a single term, the Disciplinary Committee will consider any parental representations but will not meet and cannot direct reinstatement.

### **Decision to Permanently Exclude**

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a headteacher in discussion with the CEO:

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others within the school.

The following behaviour, including that carried out online, is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault

- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Other (only in exceptional circumstances).

Keystone Academy Trust will do everything possible to avoid the permanent exclusion of a Looked After Child. Each school is expected to be proactive and work with the pupil, parents, the virtual school and social workers.

### **Permanent Exclusion Processes**

The processes that the school must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area.

When the headteacher decides to permanently exclude a pupil, the local governing board will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before deciding either to uphold the permanent exclusion or to reinstate the pupil.

If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A reintegration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The school will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

If the decision to permanently exclude is upheld, parents have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an Independent Review Panel.

Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The trust will ensure that Independent Review Panel members and clerks are suitably trained. Where requested by the parent, a SEN expert will be appointed by the trust to advise the Independent Review Panel.

The Independent Review Panel may decide to:

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement
- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the school, pupil and parents. The Independent Review Panel does not have the authority to direct the reinstatement of a pupil. A parent may not appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

## **Parents' Responsibilities**

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

## **Continuing Education During the Exclusion Period**

For the first five days of a suspension, the school will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six (6) days or longer, the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the school will set work as described above for the five days following a permanent exclusion.

## **Malicious Accusations Against Staff**

Keystone Academy Trust believes in building strong and positive relationships with pupils in all schools. However, there may arise an exceptional circumstance where a pupil makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the pupil which could result in exclusion.

## **Staff Training**

All trust schools are committed to providing annual appropriate high-quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy, and to empower staff and pupils to continue without disruption, with the core purpose of all pupils being able to achieve their best and fulfil their potential.

## **Monitoring and Review**

This policy will be reviewed annually by the DCEO.