



**Gartree High School  
Suspension and Exclusion Policy**

**Introduction**

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. ***This policy is to be read in conjunction with the schools Behaviour Policy.***

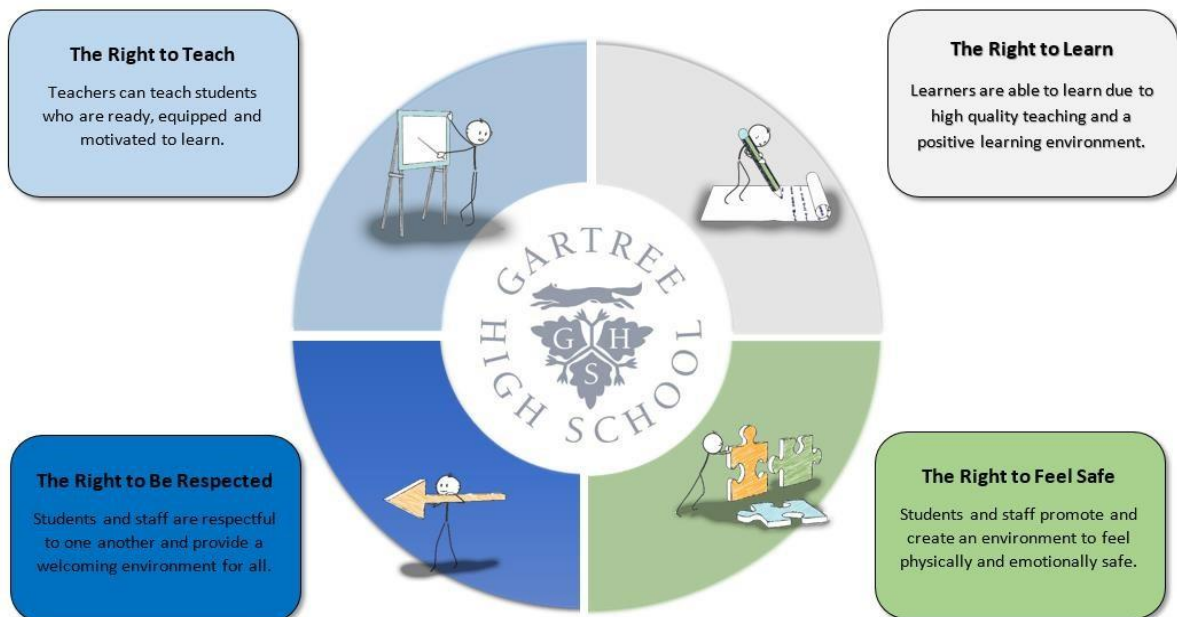
**Aspiring to personal excellence in a supportive community”**

Governors at Gartree High School support the work of the staff to promote good behaviour at all times. It is recognised that good behaviour needs to be taught and does not necessarily come naturally. Our approach to promoting good behaviour is a proactive one, and is solution focused wherever possible. Key principles underpinning our approach are those of striving to support young people to understand the viewpoint of others and provide opportunities for reparation and forgiveness.

We believe that the quality of learning, teaching and behaviour in school are inseparable issues and are the responsibility of all staff.

In response to this, the following Behaviour Charter has been developed for students and is clearly displayed around the school.

**Gartree High School Behaviour Charter**



## 1. Types of Exclusion

- **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 45 days of suspension in an academic year before being permanently excluded.
- **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil to the school, the pupil is 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 when 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.

## 2. Roles and Responsibilities

- **All members of the school** are expected to follow this policy. Roles, responsibilities, and expectations are set out in detail below.
- **The Headteacher** - All decisions to suspend or permanently exclude a pupil 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 *Behaviour Policy*.
- **The Governors** - The governing body will review exclusions and suspensions when it is required to do so. In each case, the governing body will decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.
- **Parents** - Parents will be informed without delay of any suspension or exclusion and there is an ability 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 Headteacher.
- **Pupils** - All pupils of Gartree High School 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 *Behaviour Policy* will apply.

## 3. CCTV, Witness Evidence and Pupil Views

- Gartree High School uses Close 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 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 governor review meeting. Please see our *Data Protection Policy* and privacy notices for more information.
- Where witness evidence is relied upon, whether 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 Headteacher has good reason to protect the anonymity of the relevant witness, (for example, threats of reprisals).

- Before making a decision to suspend or exclude and where appropriate, the Headteacher 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 Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

### **3. Reintegration Strategy Meetings**

- Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and 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 to how meet the high expectations of behaviour in line with the school culture;
  - foster a renewed sense of belonging within the school community;
  - build engagement with learning.
- The reintegration meetings are designed to prevent further suspensions. School staff will work with the pupil 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.
- The school uses various measures to support a pupil's successful reintegration as set out in the *Behaviour Policy*.
- Whilst reintegration meetings are highly encouraged, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.
- If a student accrues the equivalent of 5 days fixed term exclusions and/or formal isolations in one term, they will be called before a panel of Governors to undertake a behaviour review.

### **4. Cancelling a Suspension or Exclusion**

- A suspension or exclusion can be cancelled by the Headteacher as long as the suspension or exclusion has not been considered by the governing body. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.
- Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the *Statutory Guidance on Exclusions and Suspensions*.

### **5. Suspensions before a Permanent Exclusion**

- In exceptional circumstances, pupils 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, so any subsequent permanent exclusion is a separate decision due to commence immediately after the suspension has ended.

- Exceptional circumstances may include where further evidence has come to light or where the incident was serious, and time is required to fully investigate the circumstances and consider alternatives.

### **Directing Off-Site and Managed Moves**

- Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention is a reasonable alternative that should be considered.
- In cases where a pupil is directed off-site to alternative provision, it is intended to be used as a short-term measure, forming 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 needed, discussions would take place with parents to feed in their views about the options.
- For a managed move to take place there must be agreement between Gartree High School, the parents and the new school that the managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a fixed period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this direction period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

### **6. Independent Review Panels (IRPs)**

- Gartree arranges its own IRPs. Requests for an IRP where a permanent exclusion has been upheld should be made to the Chair of Governors, by email to: [governors@gartree.leics.sch.uk](mailto:governors@gartree.leics.sch.uk) within 15 school days.
- Further details on the role and powers of IRPs can be found in part ten of the *Statutory Guidance on Exclusions and Suspensions*.

### **7. Reconsideration by the Governors**

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

### **8. Remote Meetings**

- Any governor and/or IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's 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.

- In addition, where a child's social worker or the virtual school head 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.

## **9. Complaints**

- If parents have any concerns or complaints over the application or implementation of this policy, or feel they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with our *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.

## **10. Equality Impact**

- The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any *Equality Act (2010)* protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

## **11. Monitoring Arrangements**

- This data is shared with all governors in the Headteacher's report to governors and is analysed by the Student Experience Committee.