ST GEORGE'S ACADEMY

SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY

1. Rationale

1.1 In reaching a decision on whether to exclude a student, St George's Academy refers to the DfE Guidance (September 2024), entitled 'Suspension and Permanent Exclusions 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 The Equality Act 2010

2. Objectives

2.1 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.

2.2 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

2.3 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 Bromcom system and day sheet logs. Where required a Pupil Support Plan will be set up.

2.4 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.

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

3. Guidelines

3.1 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 as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. 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.

3.2 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.

3.3 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.

3.4 Schools should have a strategy for reintegrating pupils that return to school following a suspension, and for managing their future behaviour. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

3.5 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.

3.6 **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'.**

3.7 A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

3.8 A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

3.9 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

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.

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Policy Developed by: Jeanette Steward, Senior Vice Principal

Date Adopted: October 2026

Reviewing Committee: Student Support

Frequency of Review: 1 Year

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Name S. Harvey. Signature S. Harvey.

Committee: Behaviour + Culture