

St Benedict's Catholic College



Suspension and Exclusion policy 2024 - 2025

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Statement of intent

At St Benedict's Catholic College, we understand that good behaviour and conduct is essential for promoting a high-quality education. The college is responsible for communicating to students, parents/carers and staff its expectations of standards of conduct.

Amongst other disciplinary consequences, the college recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the college's Behaviour for Learning policy. Suspending or excluding a student may also be required in instances where allowing the student to remain in college would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding students should only be used as a means of last resort.

The college has created this policy to clearly define the legal responsibilities of the Principal, Governing Body and Local Authority, when responding to student suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a student's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a student from the college for behaviour management purposes. A student 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.

An “**exclusion**” is defined as the permanent removal of a student from the college, in response to a serious breach or persistent breaches of the college's Behaviour for Learning policy, and where allowing the student to remain in college would seriously harm the education or welfare of the students or staff in the college.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2017) 'Exclusion from maintained schools, academies and student referral units in England'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in Schools'
- DfE (2023) 'Suspension and permanent exclusion guidance'
- DfE (2023) 'Keeping Children Safe in Education'

This policy operates in conjunction with the following school policies:

- Behaviour for Learning Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

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2. Roles and responsibilities

The Local Authority (LA) 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 student of compulsory school age excluded permanently, in co-ordination with the college.
- Reviewing and reassessing students' needs in consultation with their parents/carers where they have an Educational, Health and Care plan (EHCP) and are excluded permanently, with a view to identifying a new placement.
- If requested by parents/carers, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The college, in collaboration with the LA is responsible for:

- Arranging for an independent review panel (IRP) hearing to review the decision of the Governing Body not to reinstate a permanently excluded student where required.

The Governing Body is responsible for:

- Providing information to the Secretary of State for Education and Local Authority about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any student of compulsory school age who is suspended.
- Considering parents'/carers' 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 student missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a student to be permitted onto the college premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of students.
- Considering the interests and circumstances of the suspended or excluded student, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the college.
- Using the civil standard of proof (based on the 'balance of probabilities' - it is more than likely that the fact is true than false) 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 student's education record, along with copies of relevant papers for future reference.
- Notifying the student's parents/carers, the Principal and 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/carers of where to apply for an independent review panel.
- Informing parents/carers of relevant sources of information.
- Ensuring a student's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a student where directed to do so by the suspensions and exclusions review panel.

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.

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- 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.

The Principal is responsible for:

- Implementing good levels of discipline to ensure all students can benefit from the opportunities provided by the college 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 students 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 student has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as consequences, e.g. if a student 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 students, particularly those with SEND, those eligible for FSM, LAC and those from ethnic groups.
- Engaging effectively with parents/carers in supporting the behaviour of students with additional needs.
- Determining whether a student will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the Governing Body, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, reasonable, procedurally fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a student.
- Ensuring they have considered their legal duty of care when sending a student 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 student's parents/carers without delay where the decision is taken to suspend or exclude the student, including the days on which the parents/carers must ensure the student is not present in a public place at any time during college hours, as well as any other necessary information statutorily required.
- Notifying the Virtual School for students with LAC status.
- Ensuring that all information provided to parents/carers is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a student where appropriate, as well as the student's home authority if required.
- Notifying the Governing Body once per term of any exclusions in the Principal's report to governors.
- Organising suitable work for excluded students where alternative provision cannot be arranged.

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3. Grounds for suspension or exclusion

The college will only suspend or exclude a student where it is necessary, and where all other possible disciplinary consequences, as detailed in the college's Behaviour for Learning policy, have failed to be successful.

The following examples of behaviour may underline the college's decision to suspend or exclude a student:

- Any incident which poses a risk to other students or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury
- Failure to comply or complete consequence in the inclusion room

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the Principal will decide whether a student will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

4. The Principal's power to suspend and exclude

Only the Principal has the power to suspend or exclude a student from the college, and is able to decide whether either a suspension or exclusion is appropriate. In the absence of the Principal, the acting Principal can suspend or permanently exclude a student. All suspensions and exclusions will only be issued on disciplinary grounds.

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

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

Any decision made to suspend or exclude a student will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the college's wider legal duties. At all times, the Principal 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, e.g. race, sex, or disability, and will not increase the severity of a student's suspension or exclusion on these grounds.

The Principal 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 Principal may withdraw any suspension or exclusion that has not already been reviewed by the Governing Body.

The Principal will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a student home to 'cool off', regardless of whether the parents/carers have agreed to this. The

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Principal will not use the threat of suspension or exclusion as a means of instructing parents/carers to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the college's Management Information System.

5. Factors to consider when suspending or excluding a student

When considering the suspension or exclusion of a student, the Principal will:

- Allow the student the opportunity to present their case once evidence has been collected.
- Consider any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the student has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

The Principal will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC
- Students eligible for FSM
- Students with SEND
- Ethnic Groups

The Principal will explore other options before excluding LAC, those with SEMH issues or students with an EHCP. Where any member of staff has concerns about vulnerable student groups and their behaviour, they will report this to the Principal, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the college's Behaviour for Learning policy. If the student continues to endanger the physical or emotional wellbeing of other students or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a student with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

Where a student with SEND or SEMH issues is excluded because of a SEND- or SEMH-related need that could not be met at the college, detailed records will be kept highlighting that these students are closely tracked and showing that the college has a close relationship with the student's next destination.

The Principal will work in conjunction with the parents/carers of any student with additional needs to establish the most effective support mechanisms.

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6. Duty to inform parents/carers

Following the Principal's decision to suspend or exclude a student, they will immediately inform the parents/carers, in person or by telephone call or text message, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The Principal will inform the parents/carers in writing (or electronically if written permission has been received from the parents/carers for notices to be sent this way) of the following:

- The reason(s) for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the Governing Body, including how the student will be involved in this and how the representations will be made
- Their right to attend a meeting where there is a legal requirement for the Governing Body to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the student to continue their education prior to the organisation of any alternative provision, or the student's return to college
- Relevant sources of free, impartial information

Where the student is of compulsory school age, the Principal will inform the parents/carers by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents/carers are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents/carers may receive a penalty fine if they fail to do so.

Where the Principal has arranged alternative provision, they will also inform the parents/carers of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the student to identify the person they should report to on the starting date

Where the Principal is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the student beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the Principal is able to give less than 48 hours of notice, with parental/carer consent.

If the Principal has decided to suspend the student for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents/carers without delay and issue a new suspension or exclusion notice to parents/carers.

7. Cancelling exclusions

The Principal can cancel any exclusion that has already begun (or one that has not yet begun). This is only possible when the Governing Body has not met to consider whether the student should be reinstated. If an exclusion is cancelled:

- The Principal will notify parents/carers, the Governing Body, the LA and the student's social worker and Virtual Schools Head as applicable, without delay.
- A reason for the cancellation must be given
- The student must be allowed back into college without delay
- Any days out of college as a result of exclusion, prior to the cancellation will count towards the maximum 45 days permitted in an academic year

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A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 college days in an academic year or if they will have been so by the time the cancellation takes effect.

8. Duty to inform the Governing Body and Local Authority (LA)

The Principal will inform the responsible governor and the Local Authority, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the student)
- Any suspensions which would result in the student being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or exclusions which would result in the student being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the Principal will notify the Governing Body and LA once per term. All notifications to the Governing Body and LA will include the reason(s) for suspension or exclusion and the duration of any suspension.

If a student who is suspended or excluded lives outside the LA in which the college is located, the Principal will notify the student's 'home authority'.

9. Arranging education for suspended and excluded students

For any suspensions of more than five school days, the Governing Body will arrange suitable full-time education for the student, which will begin no later than the sixth day of suspension. Where a student receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the student from the sixth day of exclusion.

The Governing Body will not arrange full-time education for any student who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

The Governing Body is aware that it is beneficial to suspended and excluded students to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the Governing Body will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the college will ensure that they take reasonable steps to set and mark work for the student.

If a student with SEND has been suspended or excluded, the Governing Body will ensure that:

- Any alternative provision is arranged in consultation with the student's parents/carers, who can request preferences.
- When identifying alternative provision, any EHCP is reviewed or the student's needs are reassessed, in consultation with the student's parents/carers.

10. Considering exclusions

The Governing Body will consider any representations made by parents/carers regarding suspensions and exclusions.

Parents/carers and, where requested, a friend or representative, the Principal, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Any meeting to consider reinstatement of a student will be

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arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

The Governing Body will consider the reinstatement of a suspended or excluded student, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the student's total number of suspended school days to more than 15 in any given term.
- The suspension or exclusion would result in the student missing a public examination.

In the case of a suspension where the student's total number of suspended days is more than 5 but less than 15 school days within a term, if requested by the parents/carers, the Governing Body will consider suspensions within 50 school days of receiving notification. Where the student's total number of suspended school days does not amount to more than 5, in the absence of any such representations, the Governing Body is not required to meet and cannot direct the reinstatement of the student.

Where suspension or exclusion would result in a student missing a public examination, the Governing Body will consider the suspension or exclusion before the test to decide whether the student should be reinstated in time to take the examination.

If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee will consider the suspension or exclusion and decide whether or not to reinstate the student.

In light of the above, the Governing Body will also consider whether it would be appropriate to allow the suspended or excluded student to enter the premises to take the examination.

When considering the reinstatement of a student, the Governing Body will:

- Only discuss the suspension or exclusion with the parties present at the meeting
- Ask for any written evidence prior to the meeting
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting
- Allow students and parents/carers to be accompanied by a person of their choice to the meeting
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting
- Identify the steps needed to enable and encourage the suspended or excluded student to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible
- Consider the interests and circumstances of the student, including the grounds for suspension or exclusion

11. Reaching a decision

After considering suspensions and exclusions, the Governing Body will either:

- Decline to reinstate the student.
- Direct the reinstatement of the student immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the student has already returned to college following a suspension or the parent/carers make clear they do not want their child reinstated, the Governing Body will still consider whether the student should be officially reinstated, and whether the Principal's decision to suspend or exclude the student was fair, lawful and proportionate, based on the evidence presented.

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The Governing Body will apply the civil standard of proof when responding to the acts 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.

To reach a decision, the Governing Body will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the student was lawful, proportionate and fair, taking into account the Principal's legal duties and any evidence that was presented to the Governing Body in relation to the decision.
- Record the outcome of the decision on the student's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the student.

12. Notification of considered suspensions and exclusions

The Governing Body will notify the parents/carers of the suspended or excluded student, the Principal, and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the Governing Body decides not to reinstate the student, they will notify the parents/carers:

- That the exclusion is permanent.
- Of their right for it to be reviewed by an independent review panel (IRP).
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a student's SEND is considered relevant to the exclusion.
- That, regardless of whether a student has been identified as having SEND, the parents/carers have a right to require the Governing Body to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents/carers will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The Governing Body will also notify parents/carers that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (FTT [SEND]), and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the Governing Body will notify the parents/carers, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

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13. Removing excluded students from the college register

The Principal will remove students from the college register if:

- 15 school days have passed since the parents/carers were notified of the Governing Body's decision not to reinstate the student and no application for an independent panel review has been received.
- The parents/carers have stated in writing that they will not be applying for an independent review panel (IRP) following an exclusion.

If an application for an IRP has been made within 15 school days, the Principal will wait until the review has been determined, or abandoned, and until the Governing Body has completed any reconsideration that the panel recommended or directed it to carry out, before removing the student from the college register.

If a student's name is to be removed from the register, the Principal will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent/carer with whom the student normally resides.
- The grounds upon which the student's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the student's name was removed.

If a student's name has been removed from the register and a discrimination claim is made, the student may be reinstated following a decision made by the First-tier Tribunal (FTT [SEND]) or County Court.

Whilst a student's name remains on the admissions register, the appropriate code will be used to mark the student's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

14. Independent Review Panel (IRP)

The LA will review the Governing Body's decision not to reinstate an excluded student if the parents/carers submit their application for this within the required time frame.

The LA will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years
- A Principal or individual who has been a Principal within the last 5 years

Parents/carers are required to submit their applications within:

- 15 school days of the Governing Body's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above time-frame will not be reviewed. Parents/carers are able to request an IRP even if they did not make a case to, or attend, the Governing Body's initial consideration of the exclusion. Mitigating circumstances could allow IRPs to be held via the use of remote access but face to face meetings will be encouraged in the first instance.

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The LA will adhere to all statutory guidelines when conducting an IRP, as outlined in the DfE's statutory guidance document 'Exclusion from maintained schools, academies and student referral units in England'.

15. Reintegrating a student after a suspension

The DfE's guidance on suspensions and exclusions states that schools and colleges should have a plan to help students return successfully to College life.

These strategies will be used when a student:

- Returns from a suspension period
- Returns from an off-site direction
- A significant period of internal exclusion/isolation
- Is allowed to return to school when their permanent exclusion is overturned by your Governing Body or an independent review panel
- Has their suspension cancelled

The reintegration plan will be shaped around St Benedict's College context and the individual student's age, needs and behaviour.

Even though reintegration doesn't formally start until the student returns, it should be a continuation of the communication and support that St Benedict's provides while they are away. Elements of this support should flow naturally into your reintegration strategy and map include:

Steps to take during suspension	Steps to continue after suspension
<ul style="list-style-type: none">• Make sure the student and parents/carers understand the reasons for suspension• Provide the student with school work over the suspension period and make sure that they follow an equivalent curriculum• Maintain regular contact over the suspension period	<ul style="list-style-type: none">• Make sure the student and parents/carers understand what behaviour the student is expected to improve when they return• Provide the student with academic support to help them catch up when they are back in school• Continue to check in regularly with the student and parents/carers during reintegration

The College will begin the process of reintegration early to make the process of the student's return to school easier for all involved.

Support other students and staff

Behaviour or incidents that have led to a student's suspension are often distressing for other students and staff. This is especially true when the behaviour was aggressive or involved bullying.

St Benedict's staff will check in with affected students and staff over the suspension period and put procedures in place to continue that support when the suspended student returns (see the final section for more information).

St Benedict's staff will inform affected students and staff to let them know when a suspended student will be returning to College so it won't be a surprise.

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Organise the reintegration meeting

We will aim to schedule the reintegration meeting on the first full day of suspension (or as soon as reasonably possible) to give parents/carers plenty of warning. The meeting will be arranged for the student's first day back at College.

Work with external partners

St Benedict's will Seek appropriate external support (if appropriate) at all stages of the suspension and reintegration process by:

- Communicating with alternative provision providers, behavioural professionals and other relevant professionals that the student is working with over the suspension to stay updated on their progress
- Inviting external partners to share information at the reintegration meeting
- Keeping up with external support providers following reintegration to keep in-school and out-of-school support consistent and share any ongoing concerns

Work with safeguarding partners to promote students' welfare

It is St Benedict's statutory duty to involve as necessary, and share appropriate information with, the following parties in the reintegration process:

- Your local authority (LA), and the student's home LA
- The local clinical commissioning group
- The student's virtual school head (VSH) and/or social worker
- Any counselling, behaviour support or special educational needs and disabilities (SEND) support that the student receives outside of school
- The police

Safeguarding and the wellbeing of all students involved is especially important following incidents of child-on-child abuse. When reintegrating a student following an alleged incident, the DSL will take a leading role and seek support from other agencies.

Students with SEND

Students with special educational needs (SEN) are more likely to be suspended, according to the 2019 Timpson report. During reintegration we will work with parents/carers, special educational needs coordinator (SENDCo) and any external providers to identify these needs, making reasonable adjustments to the process as necessary.

If a student's behaviour doesn't improve through the reintegration process, the College, working closely with parents/carers and external agencies may apply for an education, health and care (EHC) plan assessment from the LA. St Benedict's College will collect evidence of the student's needs, and what collectively we have already done to try and support them.

If the student already has an EHC plan, the students, parents/carers and College can bring up any concerns during the annual review meeting or request a more urgent meeting to address new concerns.

Reintegration strategy (see Appendix B)

Our reintegration strategy at St Benedict's offers the student a fresh start and support them to:

- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with your school's behaviour policy
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

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During the reintegration meetings we will cover the following:

1. Reasons for the student's negative behaviour
2. The student's targets
3. The support the College will offer
4. The support available outside of school
5. SEND support, where appropriate

When the student is back in school, College staff will meet with the student regularly to discuss how they're progressing with their targets. (These don't have to be formal meetings – for example, their class tutor could chat with them for 5 minutes at the start of the day. However, some students may benefit from the structure of a regularly scheduled meeting)

16. Appointing a SEND expert

If requested by parents/carers in their application for an independent review panel, the LA will appoint a SEND expert to attend the panel and cover the associated costs of this appointment. Parents/carers have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The LA will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents/carers or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the LA will assess the knowledge of such individuals to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the LA, they will not have had any previous involvement in the assessment or support of SEND for the excluded student, or siblings of the excluded student. The LA will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the LA to make, but it will take reasonable steps to ensure that parents/carers have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents/carers a choice of SEND expert. To meet its duties within the statutory time frame, the LA will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The LA will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel, and subsistence allowances.



17. The role of the SEND expert

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the student's SEN.

The focus of the SEND expert's advice will be on whether the college's policies which relate to SEN, or the application of these policies in relation to the excluded student, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the student's exclusion.

Where the college does not recognise that a student has SEN, the SEND expert will advise the panel on whether they believe the college acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEN that the student may potentially have, and any contribution that this could have made to the circumstances of the student's exclusion. The SEND expert will not criticise a college's policies or actions simply because they believe a different approach should have been followed or because another college might have taken a different approach.

18. Appointing a clerk

The LA will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

Where a clerk is appointed, the LA will ensure that the clerk did not serve as clerk to the Governing Body when the decision was made not to reinstate the student.

19. The role of a clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded student wishes to attend the panel hearing, taking reasonable steps to enable the student to feedback their views, irrespective of their attendance.
- Identify, in advance of the meeting, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel can hear from any witnesses to the incident(s) leading to the exclusion, taking into account the fact that some of these people may be students at the college. Students under 18 will not be allowed to appear in person without parental/carer consent.
- Inform the parents/carers, Principal and Governing Body that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.
- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

Where a clerk is not appointed, the LA will undertake the functions outlined above.



20. The duties of the independent review panel

The role of the panel is to review the Governing Body's decision not to reinstate an excluded student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the college. The panel will apply the civil standard of proof, 'balance of probabilities' rather than the criminal standard of 'beyond reasonable doubt'.

Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the Governing Body reconsiders reinstatement
- Quash the decision and direct that the Governing Body reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the student, parents/carers, Governing Body, Principal and LA.

21. Reconsidering reinstatement following a review

Where the independent review panel instructs the Governing Body to reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision.

The college is aware that if, following an instruction to reconsider, the Governing Body does not offer to reinstate the student, then the college will be required to make a payment of £4,000 directly to the LA area in which the college is located.

Where the independent review panel recommends that the Governing Body should reconsider their decision not to reinstate a student, they will do so within 10 school days of being given notice of the review panel's decision. The college is aware that if, following a recommendation to reconsider, the Governing Body does not offer to reinstate the student, it will not be subject to a financial adjustment. If, following reconsideration, the Governing Body offers to reinstate the student, but the parents/carers decline, no adjustment will be made to the college's budget.

Following reconsideration, the Governing Body will notify the parents/carers, Principal and LA of their reconsidered decision and the reasons for this.

22. Criminal investigations

The Principal will not postpone taking a decision to suspend or exclude a student due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the Principal when deciding to suspend or exclude a student where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the Governing Body is required to consider the Principal's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

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23. Training requirements

The LA will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of headteachers/Principals, Governing Body's and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

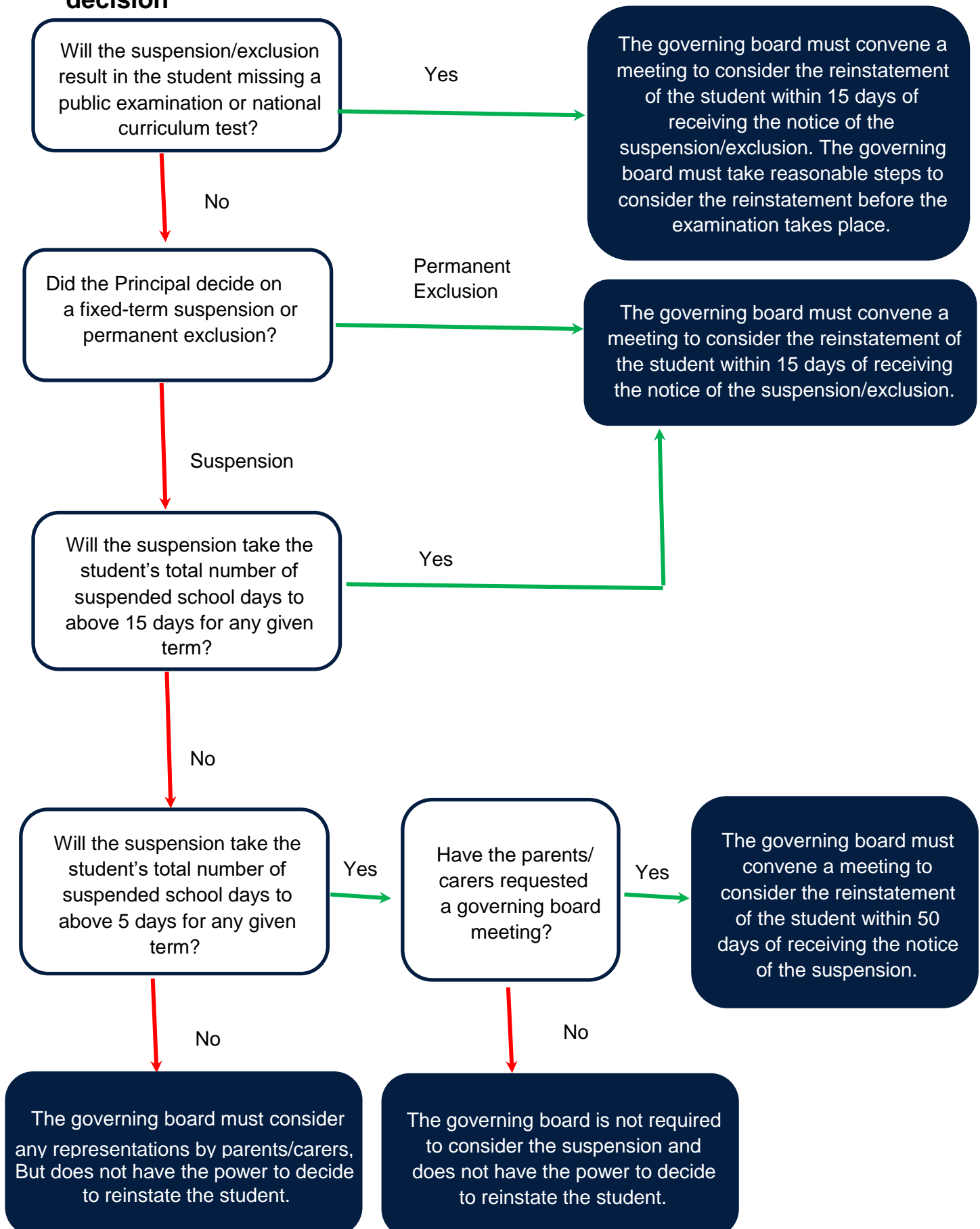
Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

24. Monitoring and review

This policy will be reviewed annually by the Principal in conjunction with the Governing Body.

APPENDIX A

Flowchart for reviewing the principal's suspension or exclusion decision





Appendix B

Reintegration strategy: template

- o This form is used to plan for and record reintegration meetings with students and parents/carers after a suspension, a period of off-site direction, a significant period of internal exclusion/isolation, a cancelled suspension, or an overturned exclusion
- o Parents/carers will receive their own copy of the reintegration strategy in Annex 1 and Annex 2.

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Source

We worked with Darrell Williams, senior trainer in behaviour at Pivotal Education, to produce this KeyDoc. Pivotal Education is a training and consultancy company specialising in behaviour management and safeguarding.

Student details

Date of reintegration meeting:

People present:

STUDENT DETAILS

Student's name:

Address:

Date of birth:

Year group/tutor:

Name of parent/carer:

Contact details:

Is the student subject to a child protection plan?

Is the student a looked-after or previously looked-after child?

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Is the student identified as having special educational needs (SEND) and/or a disability?

Does the student have an education, health and care (EHC) plan?

DETAILS OF SUSPENSION

Date of suspension:

Date of return to school:

Number of days suspended:

Reason for suspension:

Details of any previous suspensions:

Total number of days suspended this term:

Provision during suspension:

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REVIEW OF CURRENT ATTENDANCE

Attendance this term

Number of days absent:

Attendance (%):

Attendance this year

Number of days absent:

Attendance (%):

REVIEW OF ACADEMIC PROGRESS

Subject:

**Target
grade:**

**Current
grade:**

Teacher comments:

PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:

**Role and
organisation:**

**Attended
reintegration
meeting? (Y/N)**

**Contact
details:**

**Have they been
informed of the
reduced
timetable?**

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Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING				
Area for development	Current score (out of 10)	Target score (out of 10)	How will we achieve this?	Timescale/review date

AGREED SUPPORT		
Type of support	Support lead	Frequency
Is the student on a reduced timetable? (Y/N)		

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Details of reduced timetable arrangements

-
-

WHY ARE WE USING A REDUCED TIMETABE?

WHAT RISKS ARE THERE OF THE REDUCED TIMETABLE ON THE STUDENT'S NEEDS?

WHAT STEPS ARE WE TAKING TO MITIGATE THESE RISKS?

Week beginning	Mon		Tues		Wed		Thurs		Fri		Total hours in lessons:
	am	pm	am	pm	am	pm	am	pm	am	pm	

Start date:

Planned end date:

Review meeting details:

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Additional comments

STUDENT'S COMMENTS

PARENTS'/CARERS' COMMENTS

SCHOOL'S COMMENTS

Signed:

Student _____

Parent/Carer _____

School _____

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Annex 1: Student copy of reintegration plan

-
-

My name:	My class/form:			
Date of suspension: _____ Date of return to school: _____ Number of days suspended: _____				
Why was I suspended?				
My targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?

How will the school help me?	Who will help me?	How often will we do this?

My comments	My parents'/carers' comments	The school's comments

Signed:

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Annex 2: Parents'/carers' copy of reintegration plan

-
-

My name:	My child's name:
Date of suspension:	Date of return to school:
Number of days suspended:	
Why was my child suspended?	

[Name's] targets	Current score (out of 10)	Target score (out of 10)	How will they achieve this?	When will we check on this?

What support will the school provide?	Staff member responsible	Frequency

My child's comments	My comments	The school's comments

Signed: