

COWLEY INTERNATIONAL COLLEGE



Suspension & Permanent Exclusion Policy

Status	STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
Responsible Person	Assistant Headteacher Behaviour and Attendance
Review date	November 2024
Date of next review	November 2025

Contents

1. Aims	3
2. Legislation and statutory guidance.....	3
3. The decision to suspend or permanently exclude	4-7
4. Definition.....	7
5. Roles and responsibilities	7-8
6. Considering the reinstatement of a student.....	9-10
7. An independent review	10
8. College registers.....	11
9. Returning from a fixed-term suspension.....	11
10. Monitoring arrangements	11
Appendix 1: Independent review panel training	12
Appendix 2: A summary of the governing board's duties to consider reinstatement.....	13

1. Aims

Cowley International College aims to ensure that high standards of behavior are constantly maintained:

- The suspension and permanent exclusion process is applied fairly and consistently
- The suspension and permanent exclusion process is understood by governors, staff, parents and students
- Students in college are safe and happy
- Students do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100242/suspension-and-permanent-exclusion-guidance-august-2024.pdf)

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](https://www.legislation.gov.uk/ukpga/2006/59/part-7/chapter-2), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/section-579), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](https://www.legislation.gov.uk/uksi/2007/2682/section-1), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](https://www.legislation.gov.uk/uksi/2014/1144/section-1)

This policy operates in conjunction with the following [college policies](#):

- [Behaviour policy](#)
- [Attendance policy](#)
- [Safeguarding & Child Protection policy](#)
- [SEND policy](#)
- It also based on guidance provided by our local authority.

3. The decision to suspend or permanently exclude

Cowley International College Behaviour Consequence System

Level	Details	Examples	Possible consequence may include
C1	A student who is rude, shouts out, disobeys instructions or behaviours inappropriately in a lesson will be issued with a 'Consequence One' (C1).	Disruption to Lesson. Late to lesson. Lack of equipment.	Verbal warning. The teacher will inform the student of the concern and give the student the opportunity to make the right choice. Consequences may include: Moving to another seat. Giving the student a brief period of reflection outside of the classroom.
C2	If a student persists in being rude or continues to make another wrong choice or does not alter their behaviour after choosing a C1 then a C2 will be issued.	Continued disruption to Lesson. Misbehaviour in the classroom. Failure to follow C1 warning.	Second and final verbal warning. Teachers will make their expectations very clear and explain to the student they must reflect on their behaviour to make the right choice. Consequences may include: Moving to another seat. Giving the student a brief period of reflection outside of the classroom. Asking the student to remain behind at the end of the lesson for Restorative Practice (RP). Asking the student to return at break time or lunch time for Restorative Practice (RP). Phone call home to Parents/Carers/carers. Discussing the matter with Key Stage Leaders, Head's of Department, Team Tutors, Heads of Achievement.
C3	If a student persists in being rude or continues to make	Disruption to lesson/Form.	Incident Patrol support will be called (if appropriate).

	another wrong choice or does not alter their behaviour after choosing a C2 then a C3 will be issued. A teacher can issue a C3 without issuing a C1 or C2 if they have serious behaviour concerns in the lesson.	<p>Out of bounds.</p> <p>Phone/Ipod misuse (not to be seen or heard in the building).</p> <p>Misbehaviour at break/Lunch.</p> <p>Uniform (year team).</p> <p>Failed day report.</p> <p>Disruption to assembly.</p> <p>Late to college.</p> <p>Complete or lost standards card.</p> <p>Misbehaviour on the corridor.</p>	<p>Whole college 20 minute detention the following day.</p> <p>Students will conduct the remainder of their learning time in subject Remove (if applicable)</p> <p>Phone call home to Parents/Carers/carers (if appropriate).</p> <p>Repeated patterns of behaviour are reviewed by Key Stage Leaders, Head's of Department, Team Tutors, Heads of Achievement.</p>
C4	A teacher can issue a C4 without issuing a C1, C2 or C3 for serious disruptive behaviour such as throwing objects, poor language, verbal abuse to students.	<p>Repeated disruption in lesson.</p> <p>Swearing poor language.</p> <p>Unsafe behaviour in lesson.</p> <p>Refusal to take part in lesson.</p>	<p>Incident Patrol support will be called.</p> <p>Whole college 40 minute detention the following day.</p> <p>Removed from lesson and taken to Subject Remove for the remainder of that period. If deemed necessary due to poor choices made by the student SLT Remove can be issued</p> <p>Phone call home to Parents/Carers/carers.</p> <p>Repeated patterns of behaviour are reviewed by Key Stage Leaders, Head's of Department, Team Tutors, Heads of Achievement.</p>
C5	If a student is sent out of college remove or if there is a behaviour that warrants an exclusion away from the main site.	<p>Disruption in College Remove.</p> <p>Defiance.</p> <p>Bullying.</p> <p>Racist or homophobic bullying.</p> <p>Refusal/non-attendance at C4 (double detention).</p> <p>Truancy.</p> <p>Bringing the college into disrepute.</p> <p>Disrespect to staff or visitors.</p> <p>Damage to college equipment/building.</p> <p>Selling items.</p> <p>Smoking/Vaping or in the presence of smokers or vapers.</p> <p>Persistent disruptive behaviour.</p>	<p>Internally Excluded from the site to spend time in the Inclusion Unit.</p> <p>If a student is absent they will be booked in at the next available opportunity.</p>
C6	Students who choose a C6 are suspended from the college for	Disruption in Internal Exclusion.	Suspensions, followed by a reintegration meeting with

	a fixed period of time. During a suspension students should be supervised by their Parents/Carers in their homes.	<p>Violent behaviour.</p> <p>Aggression to staff.</p> <p>Complete defiance.</p> <p>Verbal abuse towards staff.</p> <p>Persistent disruptive behaviour.</p> <p>Abuse against sexual orientation, race, disability, gender identity</p> <p>Inappropriate use of social media or online technology</p> <p>Significant purposeful damage to college property.</p> <p>Sexual misconduct</p> <p>Theft</p>	Parents/Carers and SLMT to evaluate the suitability for return to college and to review completed Post Exclusion Student Reflection form.
C7	Permanent exclusion.	<p>Persistent disruptive behaviour.</p> <p>Sexual misconduct.</p> <p>Violent behaviour.</p> <p>Aggression to staff.</p> <p>In possession of drugs or new psychoactive substances/legal highs including finding a student under the influence of drugs or legal highs, finding sharps or other drug paraphernalia.</p> <p>In possession of alcohol including finding a student under the influence as a result of consumption both on or off site.</p> <p>In possession of a weapon.</p> <p>Significant purposeful damage to college property.</p> <p>Abuse against sexual orientation, race, disability, gender identity</p> <p>Inappropriate use of social media or online technology</p> <p>Theft</p>	<p>Permanent exclusion.</p> <p>Removal of college place, not to return to Cowley International College.</p>

Suspensions are classed as a C6 consequence, a deterrent and a behavior modification tool. Only the principal, or senior staff authorised by the principal, can exclude a student from college. A permanent exclusion will be taken as a last resort and is classed as a C7 consequence.

Cowley International College is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory suspension and permanent exclusion procedures to ensure that every child receives an education in a safe and caring environment.

Suspension or permanent exclusion can only be for a breach of the college's behaviour policy, which is widely published to all students and parents on the college website. It is important to define the difference between suspension and permanent exclusion. Suspension; fixed-term (or fixed-period) and permanent is when the student comes off roll and does not return.

A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the college's behaviour policy
- If allowing the student to remain in college would seriously harm the education or welfare of others

Before deciding whether to suspend or permanently exclude a student, the principal or authorised senior leader will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension/permanent exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)
- Consider the use of the Cowley Re-engagement Unit as an alternative to suspension.

4. Definition

For the purposes of suspensions, a college day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a college day.

5. Roles and responsibilities

5.1 The Principal

Informing parents

The Principal will immediately provide the following information, in writing, to the parents of a suspended or permanently excluded student:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this
- Parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

Cowley International College will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 college days of a suspension, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place

during college hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension or permanent exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Students with a social worker, looked after or have an EHCP

In addition to the Principal notifying a parent when they suspend or permanently exclude a student they must also, without delay, notify a social worker if the student or family are known to social care. If a student is looked-after, the headteacher must notify the Virtual School Headteacher and must notify the local authority if the student has an EHCP.

Informing the governing board and local authority

The Principal will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period suspension is made permanent
- Suspensions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Suspension which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the St.Helens LA the principal will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other suspensions, the principal will notify the governing board and LA once a term.

5.2 The governing board

Responsibilities regarding suspensions and permanent exclusions is delegated to Pupil Behaviour and Wellbeing Committee which consists of at least 3 governors.

The Pupil Behaviour and Wellbeing Committee has a duty to consider the reinstatement of a suspended or permanently excluded student (see section 6).

For a fixed-period suspension of more than 5 school days, the governing board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a pupil

Pupil Behaviour and Wellbeing Committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the suspension or permanent exclusion if:

- The exclusion is permanent
- It is a fixed-term suspension which would bring the student's total number of school days of suspension to more than 15 in a term
- It would result in a student missing a public examination

If requested to do so by parents, Pupil Behaviour and Wellbeing Committee will consider the reinstatement of a suspended student within 50 school days of receiving notice of the suspension if the student would be suspended from college for more than 5 school days, but less than 15, in a single term.

Where a suspension or permanent exclusion would result in a student missing a public examination, Pupil Behaviour and Wellbeing Committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the suspension or permanent exclusion independently and decide whether or not to reinstate the student.

Pupil Behaviour and Wellbeing Committee can either:

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

In reaching a decision, Pupil Behaviour and Wellbeing Committee will consider whether the suspension or permanent exclusion was lawful, reasonable and procedurally fair and whether the principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the students educational record.

Pupil Behaviour and Wellbeing Committee will notify, in writing, the principal, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, Pupil Behaviour and Wellbeing Committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded student has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
 - That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs

and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Pupil Behaviour and Wellbeing Committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the principal category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or principals during this time
- Principals or individuals who have been a principal within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA or governing board of the excluding school
- Are the principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA or the governing board, of the excluding school (unless they are employed as a principal at another school)
- Have, or at any time have had, any connection with the LA, college, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. College registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where suspended students are not attending alternative provision, code E (absent) will be used.

9. Returning from a fixed-term suspension

Following a fixed-term suspension, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term suspension:

- Completion of a post exclusion student reflection sheet
- An agreed period of time in Internal Exclusion
- Agreement by the student and parents that the behaviour resulting in the suspension will not be repeated
- Student and parent agreement to discussed targets
- An Independent Behaviour Plan
- The commencement of a Pastoral Support Plan
- Placing the student on report
- A referral to the Behaviour for Learning Team
- Internal Exclusion
- Behaviour Panel

10. Monitoring arrangements

Mr Dickinson monitors the number of suspensions and permanent exclusions every term and reports to the Pupil Behaviour and Wellbeing Committee, liaising with the local authority wherever relevant to ensure suitable full-time education for suspended or permanently excluded students.

This policy will be reviewed by Mr C Dickinson annually. At every review, the policy will be shared with the governing board.

Appendix 1: Independent review panel training

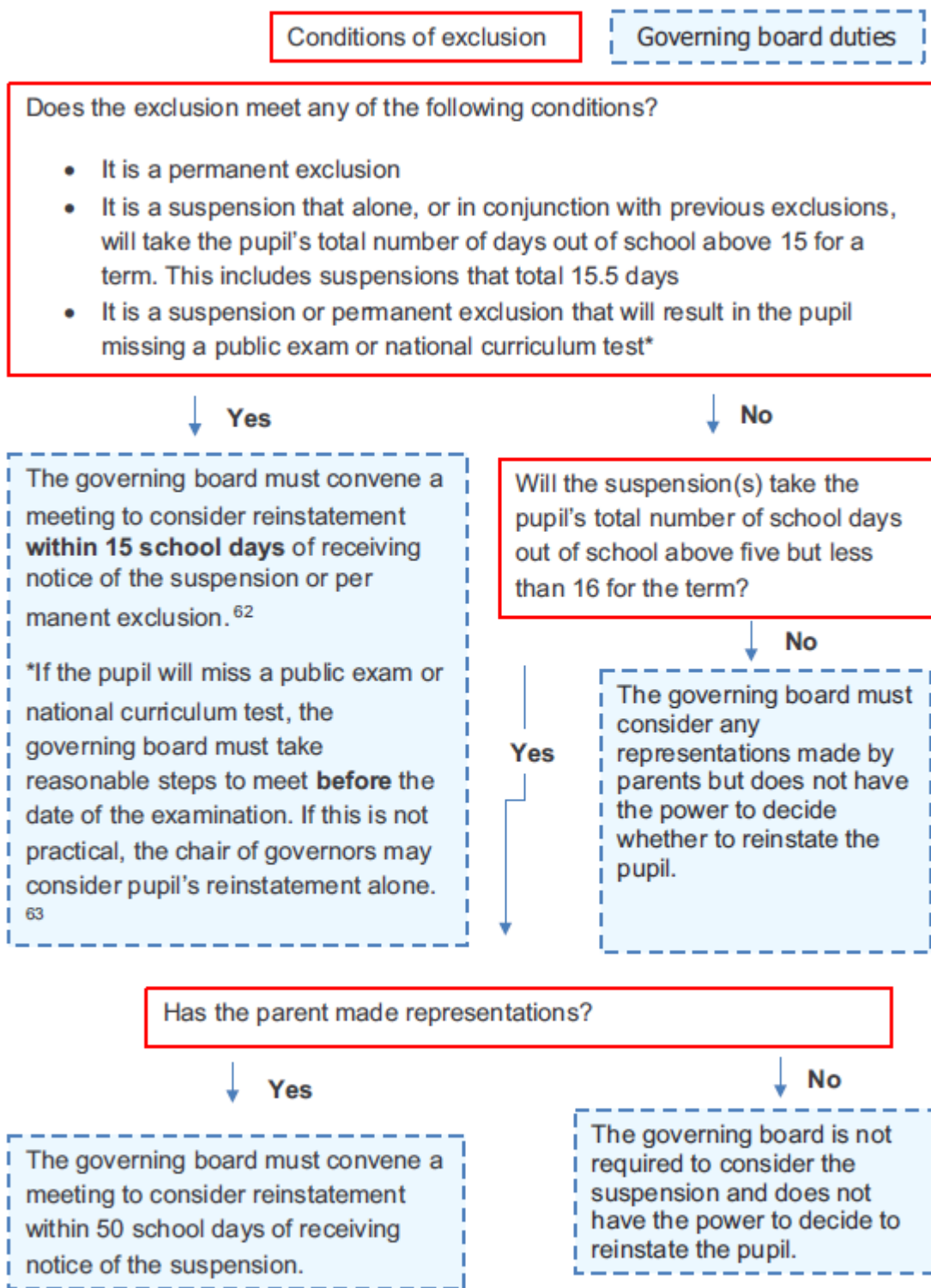
The Pupil Behaviour and Wellbeing Committee must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix 2: A summary of the governing board's duties to consider reinstatement

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.