



## CHIPPING NORTON SCHOOL

# SUSPENSION PROCEDURES STATEMENT

## (STATUTORY)

<b>Date reviewed:</b>	<b>January 2023</b>
<b>Next review:</b>	<b>January 2026</b>
<b>Committee:</b>	<b>Impact Committee</b>
<b>Member of staff responsible:</b>	<b>Natalie Hancock (Deputy Headteacher)</b>

### 1. Introduction

In response to serious incidents of poor behaviour, the Headteacher may choose to suspend a student. Suspension is a last resort and is never desirable as it will inevitably diminish the young person's education. This loss will be set against the education and well-being of all members of the school community. With the exception of sending a young person home to rectify an issue e.g. collect correct uniform, there will be no informal suspension. All suspensions must adhere to correct procedures and be carried out within statutory guidelines.

### 2. Incidents and Investigation

Once a serious incident has been reported to a member of the leadership team, an investigation will be started. Witness statements must be taken as soon as possible after the event and students' privacy will be respected. All staff in relevant posts may embark on an investigation if they know that an incident is serious: this includes all middle leaders and pastoral support staff. The perpetrator should be asked to give a statement, either in his/her own writing or scribed by the interviewer, ideally with specific question prompts. The statement should be checked/read aloud and the student should have an opportunity to add or change the statement. It must then be signed and dated.

### 3. The Decision to suspend

The Headteacher is the only person who may make a decision to suspend. In his absence or when delegated this responsibility also rests with the Deputy Headteacher. The decision to suspend will always be based on an investigation which will normally include a statement from the student. Suspension decisions must be properly considered and not made in the heat of the moment.

Examples of mitigating factors are:

- Acceptance of responsibility and willingness to make amends
- Previous behaviour patterns
- Special Needs or disabilities which may have affected the incident or behaviour
- Provocation for example racist harassment or persistent bullying
- Where the safety of the child is in question or there is a safeguarding concern which places the child at risk

Examples of aggravating factors are:

- Previous behaviour patterns and/or warnings issued
- Danger or threat for other people in the community
- Refusal to accept responsibility or to cooperate with the investigation
- Premeditation

Examples of behaviour likely to lead to a fixed term suspension are:

- Serious assault on another person
- Repeated disruptive behaviour aggravated by defiance of authority
- Carrying a weapon
- Other behaviour which is significantly harmful to the wellbeing of another person or other people
- Possession or use of illegal substances

Examples of behaviour which may lead to permanent exclusion are:

- Repeated actions which cause others in the school to be unsafe
- Persistent and repeated defiance of the school's authority
- Supply of illegal substances (see the school's Drugs Policy)

The required standard of proof is 'the balance of probabilities'.

More serious incidents/allegations will require a higher level of evidence and the Headteacher will need to use all available evidence.

Fixed term suspensions will normally be for 1-3 days and occasionally for 5 days. The number of days will be kept to the lowest number in order to achieve the desired outcome. If any fixed term suspension is longer than 5 days, arrangements will be made for full time provision from day 6. This will be a very rare occurrence.

Permanent exclusion will only be used as a last resort. The Headteacher must take into account all available evidence including a full investigation into the incident, a statement from the young person involved and the student's SEN if relevant. Alternatives to a permanent exclusion will be considered and other members of the senior team will be consulted.

#### **4. Procedures for Fixed Term Suspensions**

Once the decision is taken it will be communicated to parents/carers by telephone. The person calling (a member of the Leadership Team, Head of Key Stage or Senior Pastoral Lead) will tell the parent how long the suspension is for and make arrangements for the student to continue studying at home. The caller will also arrange a time for a readmission meeting. A letter will be posted to the parents/carers at the earliest opportunity. The administrative team will ensure that the suspension is recorded on Bromcom.

The school will ensure that the appropriate Pastoral Assistant will provide the student with school work to complete during the fixed term suspension period.

The readmission meeting will be chaired and recorded by a member of the Leadership Team. The meeting will consider the incident and ask the student for his/her attitude to what occurred. The meeting will consider any background factors including SEN and will agree on expected targets for a successful return to school.

Finally, consideration will be given to any support which may be needed to ensure that the return is successful. This will always include a report and a further contact with parents/carers. It will also consider any necessary restorative procedures and identify responsibility for any apology or restorative conversation. If a parent/carer is unable or unwilling to attend a meeting the student's return to school should not be delayed.

The student may be placed in Leadership Team Supervision (LTS) for a period of time when returning from a suspension. This will be determined by the Leadership Team.

The Head of Key Stage will continue to monitor the student's behaviour and attitude to learning (using Bromcom).

### **5. Monitoring Suspensions**

Data on suspensions will be scrutinised by members of the Governors' Impact Committee. The Governors will consider the number of days a student is suspended for and the proportion which affect students on the SEN register. They will also look at the type of incident and at patterns for groups including gender, FSM and ethnicity, and at the number of repeat suspensions. The school's use of suspension will be compared to local and national data whenever possible.

### **6. Appeals**

All procedures for any appeals from parents/carers will be considered in accordance with DFE guidance on suspensions.

Governors will meet to consider any permanent exclusion and they will meet to consider any student who is suspended for more than 15 days in a term.

LA guidance will always be sought and Oxfordshire County Council will be represented at any meetings to consider a permanent exclusion.