

SUSPENSION POLICY1. Aims and Objectives

1. To significantly reduce numbers of fixed term suspensions.
2. To coordinate the procedure for suspensions within the school's Behaviour Policy (and behaviour management system).
3. To achieve consistency in the application of a suspensions policy across the whole school.
4. To operate internal suspension as a viable alternative management tool to a fixed term suspension.
5. To present the concept of "internal suspension" to students as highly unattractive and a serious sanction.
6. To achieve a reasonable level of "buy-in" (to improve behaviour as a way of avoiding internal suspension) through regular discussion with students (e.g. following a school/department assembly, Tutor and School Council time discussions).
7. To arrive at a situation where any form of suspension has had a positive impact on individuals and groups.
8. To not confuse internal suspension with the need for much shorter periods of "time out" (between 5 and 30 minutes) from one particular lesson or activity.

2. Suspension process

1. There are only three types of suspension: Internal Exclusion, Fixed Term Exclusion and Permanent Exclusion.
2. The final decision to exclude will be taken in every case by the Headteacher.
3. The duration of the suspensions will be discussed at a leadership meeting, and are based on the seriousness of the offence. These can range from one or two day fixed term suspensions and up to 5 days for extreme and persistent cases.
4. In exceptional cases, and only with cooperation from families, pupils suffering from an illness (e.g. of a mental nature) may be sent home to recover.
5. Following a suspension, work will be set via an online pathway (Google Classroom).
6. Pupils who are LAC or have a social worker, the school will work with the Local Authority to arrange alternative provision from the first day of suspension. Where that isn't possible, the school will take 'reasonable steps to set and mark work for the pupil' via Google Classroom

3. Internal Exclusions

Internal suspensions are used as a short-term strategy to manage highly inappropriate behaviour and as a sanction for a serious breach of the school rules.

Triggers for Internal Exclusions

1. Serious unprovoked assault on another student or member of staff, which is not part of a physical restraint. This may require police intervention and/or fixed term suspension in extreme cases.
2. Persistent disruption of lessons/failure to respond to a series of preventative strategies.
3. Found in possession of potentially harmful or prohibited materials, substances, or weapons with the full intention of carrying out unlawful acts.
4. Significant damage to property (such as windows, damage to personal property, cars etc).

4. Specific application of "Internal Exclusion" within a designated school room/space

1. Headteacher to be informed in every case, and monitor consistency of application.
2. Overall management by Senior Management.
3. Supervision by assigned staff members on rolling basis with regular handover and reporting.
4. Subject teachers will set and mark schoolwork for that day's timetable. The work set will be the same as the work being taught in the lesson that day. There may be cases where subject teachers feel this will not be a viable option for the student (requires particular resources, requires teacher input etc). In these cases, alternative suitable work will be provided.
5. Laminated copy of expected behaviour rules on display in the room.
6. Usually half day, or time limited, in the first instance.

7. Return to lessons at the start of the next appropriate a.m. or p.m. school session.
8. For whole days, a student would be collected from his taxi and escorted to a study room.
9. Supervised 1:1 in a study room with plenty of work to complete set by the subject teacher(s)
10. Study rooms are functional with minimal furniture and distraction.
11. Contact with any other students is to be avoided if at all possible.
12. Report card kept and signed off by supervising staff throughout the duration.
13. Monitoring input made by Headteacher or Deputy Headteacher at start, middle and end of day.
14. Satisfactory overall report leads to return to class next day (or a.m./p.m.). Less than satisfactory behaviour may lead to modifying the strategy to improve behaviour and may include slightly extending time on an 'internal suspension'.

5. Fixed Term Suspension

Fixed term suspensions are only used as a sanction for extreme behaviour/behaviour that has crossed the threshold and warrants a more serious sanction than an internal exclusion.

Triggers for Fixed Term Suspension

1. Use or threat of an offensive weapon or prohibited item
2. Abuse against sexual orientation and gender identity
3. Abuse relating to disability
4. Inappropriate use of social media or online technology
5. Wilful and repeated transgression of protective measure in place to protect public health
6. Physical assault against pupils
7. Physical assault against an adult
8. Verbal abuse / threatening behaviour against pupil
9. Verbal abuse / threatening behaviour against adult
10. Bullying
11. Racist abuse
12. Sexual misconduct
13. Drug and alcohol related
14. Damage to property
15. Theft
16. Persistent or general disruptive behaviour

Fixed term suspensions are usually for 1 – 5 days.

6. Permanent Exclusions

A permanent exclusion would only be considered after a lengthy discussion with SLT and the Chair of Governors. These exclusions are reserved for the most extreme offences that would have a seriously damaging effect on the life of the school, the well-being of others or seriously and persistently interfere with the teaching and learning in the school.

In most circumstances, the Headteacher would call an interim Annual Review and recommend that the student be provided with a different provision. Also at that meeting plans would be agreed as to how best to educate that student in the meantime.

Triggers for Permanent Exclusions

- Serious violence which creates fear and anxiety among staff or pupils
- Possession of an offensive weapon on the school site
- Dealing in drugs on the school site (see drug incident policy)
- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse (as above)

7. Communication with parents

1. Parents/carers informed by telephone and all calls are logged about all forms of suspension.

2. Parents/carers are also informed about fixed term suspensions by letter and work is available via Online Pathways.
3. Reintegration interviews to take place with parents after all fixed term suspensions.
4. Parent/Carers informed following internal suspensions.

8. Communication with the Local Education Authority

All fixed term and if a permanent suspension was considered, are reported to Kent County Council.

9. Communication with Governors

All suspensions which would result in the pupil being suspended for a total of more than 5 school days (or more than 10 lunchtimes) in a term

The Headteacher reports fixed term suspension data to Governors termly through her Headteacher Report.

The Headteacher would first discuss the circumstances surrounding a possible permanent suspension with the Chair or Vice Chair of Governors, before a final decision is made.

10. The Social Worker

All suspensions and suspensions

11. Virtual Schools Head

All suspensions and suspensions

**Portal House School
Sea Street
St. Margaret's at Cliffe
Dover
Kent CT15 6SS**

Policy: Suspension Policy

This Policy has been approved by the Governing Body of Portal House School

Signed: (Chairman of Governors)

Date:

Signed: (Head Teacher)

Date:

Review Date: _____