Behaviour, Suspensions and Exclusion Policy

Banbury Aspirations Campus

Wykham Park Academy & Futures Institute

Version control	
June 2026	• Updated in-line with DfE guidance on Mobile Phones (Section 36 of the Children's Wellbeing and Schools Act) • Updated in-line with DfE statutory guidance on Suspensions and Permanent exclusions July 2026 • Combined previously separate 'Behaviour Policy' and 'Suspensions and Permanent Exclusion Policy' to single 'Behaviour and Exclusion Policy'
April 2026	• Updated in-line with New DfE Guidance 'Restrictive interventions, including use of reasonable force, in schools April 2026'

Date of next review:	July 2027	**Owner:**	Principal
Type of policy:	Academy	**Approving Body:**	Regional Board

Statement of Intent

At Wykham Park Academy and Futures Institute Banbury, we understand that good behaviour and discipline is essential for promoting a high-quality education. A positive approach to recognising appropriate/acceptable behaviour is always the aim of the academy, to avoid the need for correction/sanction. Behaviour can be a way of demonstrating that there are underlying issues with a student and tracking of behaviour can help to identify when greater support is needed for individuals. We recognise that this policy will not be appropriate for all students, and that reasonable adjustments to the application of the policy will be made for those with SEND, in accordance with the Equality Act duty.

This policy aims to clearly define the roles and responsibilities of the Regional Board (Trust), the Senior Leadership Team, Middle Leadership, Teaching and Non-teaching staff. This policy clearly outlines the Behaviour Curriculum which aims to explicitly teach students how to behave well and meet the school's high expectations, so that all students can be academically successful. The policy also aims to provide details and clarity on the systems around managing and responding to negative behaviour such as the consequence system, daily centralised detentions and our 'on call' procedure. This policy also stipulates the schools prohibited items, including Mobile Phones.

Legislation and Statutory Requirements

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 Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 · The European Convention on Human Rights (ECHR)

- Section 579 of the Education Act 1996, which defines 'school day'
- Children and Families Act 2014
- The School Inspection Handbook, which defines 'off-rolling'
- This policy complies with our funding agreement and articles of association.

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

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England (July 2026)
- Behaviour in Schools Guidance (February 2024)
- Keeping Children Safe in Education (KCSIE) (September 2025)
- Working together to safeguard children (December 2023)
- Searching, Screening and Confiscation Guidance for Schools (July 2022)
- SEND Code of Practice (January 2015)
- Mental Health and Behaviour in Schools (November 2018)
- Restrictive Intervention including the use of reasonable force in schools (April 2026)

Associated Policies and Procedures

The following Academy policies and their associated procedures are an integral part of this Suspension and Permanent Exclusion Policy:

- SEND Policy
- Anti-Bullying Policy & Anti-Bullying Strategy
- Staff Code of Conduct Policy
- Attendance Policy
- Uniform, Appearance and Equipment Policy

Roles and Responsibilities

Regional Board / Governing Body

The Regional Board is responsible for approving, monitoring and reviewing the effectiveness of the Academy's Behaviour Policy and ensuring that behaviour

management arrangements comply with statutory guidance and legal requirements.

The Regional Board will receive regular reports from Academy leaders and will scrutinise behaviour, attendance, suspension and exclusion information to ensure that behaviour systems are effective, fair, inclusive and consistently applied.

In carrying out its responsibilities, the Regional Board will:

- Review patterns and trends relating to behaviour incidents, suspensions and permanent exclusions;
- Monitor repeat suspensions and the use of permanent exclusion;
- Scrutinise pupil movement data, including Managed Moves, Off-Site Directions, alternative provision placements, Elective Home Education (EHE) requests, reduced timetables and other pupil transfers;
- Review the use, effectiveness and outcomes of Managed Moves and Off-Site Directions;
- Monitor the use and impact of alternative provision arrangements;
- Consider the experiences and outcomes of vulnerable groups, including pupils with SEND, pupils with an Education, Health and Care Plan (EHCP), looked-after and previously looked-after children, pupils with social workers, disadvantaged pupils and pupils with protected characteristics;
- Consider equality implications and monitor whether particular groups of pupils are disproportionately represented in behaviour incidents, suspensions, exclusions, Managed Moves or Off-Site Directions;
- Seek assurance that the Academy is complying with statutory guidance relating to suspension, permanent exclusion, safeguarding, attendance and behaviour;
- Monitor the effectiveness of reintegration arrangements following suspension, Off-Site Direction, safeguarding separation and permanent exclusion reviews;
- Seek assurance that unlawful exclusions and off-rolling practices are not taking place and that all pupil movement is lawful, transparent and in the best interests of pupils; and
- Challenge Academy leaders where patterns, trends or outcomes give cause for concern.

The Regional Board will consider the effectiveness of this policy through data analysis, reports from Academy leaders, visits from the Central Trust, and other quality assurance activities.

The Regional Board will ensure that this policy is reviewed at least annually and updated to reflect current legislation, statutory guidance and best practice published by the Department for Education.

Senior Leadership

The Principal, through the Vice Principal and Assistant Principals, will be responsible for the implementation and day-to-day management of the behaviour policy, procedures and systems. The strategic leadership of whole school behaviour is deployed to the Vice Principal for Behaviour, Culture and Ethos. The Operational Leadership is then delegated to other members of the Leadership Team, Middle Leaders, the College Team and Pastoral Managers which are responsible for ensuring that the systems are adhered to. The Leadership Team is expected to provide support and CPD opportunities for all staff so that the Academy aims can be achieved. The leadership team is also expected to be highly visible around the campus, supporting staff and creating a 'disruption-free' school culture.

Middle Leadership

Middle Leadership involves Curriculum Leaders/Heads of Department/Faculty/College Leaders and any member of staff with an additional Teaching & Learning Responsibility. Middle Leaders are required to monitor and evaluate the behaviour within their subject/faculty area. They must support all staff within their faculty/subject to ensure the Academy aims can be achieved. They must proactively respond to and address poor behaviour through a range of strategies such as Subject Report Cards, Parental Communication and Meetings, Learning Walks and Lesson observations and Feedback.

Teachers, Mentors and Support Staff

All staff, both teaching and non-teaching, are responsible for implementing the behaviour policy. All staff must consistently model positive and professional behaviour in line with our Staff Conduct Policy. All staff must log and record behavioural incidents on Arbor. All staff must maintain high expectations for all. Staff must attend and engage in CPD opportunities aimed at improving and strengthening the school culture and creating a positive learning environment for all

pupils. The role of the mentor is to build a positive relationship with their mentees. The mentor is also expected to conduct daily equipment and uniform checks. The mentor is expected to monitor their mentees' behaviour points and respond accordingly through report cards, parental communication and praise and recognition. Teachers are expected to be aware of pupils with SEN in the classroom and understand Quality First Teaching (QFT).

Parent & Guardians

Parents and guardians are expected to support the school with the implementation of the behaviour policy. They should work in partnership with the school to ensure high standards of behaviour are met. Parents and guardians are encouraged to support the academy's systems around attendance, consequences, detentions, internal exclusion and suspension. Parents and guardians are expected to raise any concerns or questions in a professional and polite manner with the appropriate staff. Parents and guardians should also discuss behavioural incidents and concerns with their child at home to reaffirm the academy's high expectations.

Our Behaviour Curriculum & Policy

High Expectations & Standards

At Wykham Park Academy and Futures Institute, we have high expectations for all of our pupils because we know that it is key to their success. We demonstrate our high expectations in several ways, one of which is our 'Standards'. We believe that consistently meeting these three basic standards is vital. We place great importance on our 'Standards' every day. As a result, we conduct daily Standards Checks during mentor time in the morning; this is to ensure that all pupils are ready for a successful day of learning.

Standards Checks

✔ Uniform - (See Uniform and Appearance Policy)

✔ Punctuality – Being on time to school in the morning and to lessons throughout the day

✔ Equipment – Being organised and prepared to learn.

Shared Language

In order to create a strong, positive and calm school culture, we adopt and apply a common language. The latest evidence suggests that having a shared, common language contributes towards creating a warm, calm and positive school culture that is highly predictable and better enables pupils to thrive. Students are familiar with this language and the systems in place. A shared language also creates consistency amongst staff.

For Example: When a pupil is late we say 'Every Minute Matters' When a pupil is being praised we say 'Best in Banbury' For consequences, we use our 'C System' For Rewards and Recognition, we use our 'A System'

We have created a Consequence and Rewards systems which provide a common, shared and consistent language which supports both students and staff by ensuring predictability and consistency which is fair and understood by all.

Rewards & Recognition System

'Aspiration Points' are awarded for positive behaviour; we aim to reward students for doing the right thing. They are recorded on Arbor and parents are automatically informed. We really believe in what the word 'Aspiration' signifies and it is key to our work within school and within our Trust. We want to embed this language with all stakeholders in our work around rewards.

Our tiered system for Aspiration points will be as follows:

A1 - Good Engagement, Purpose & Self-worth – 1 positive point

A2 - Excellent Engagement, Purpose & Self-worth – 2 positive points

A3 - Outstanding Engagement, Purpose & Self-worth – 3 positive points

ACE AWARD - Exceptional Engagement, Purpose & Self-worth – 5 positive points

Behaviour Reboot

At the beginning of each term, pupils are taught and reminded of our expectations, standards, systems and procedures around behaviour via a voiceover PowerPoint presentation from the Senior Leadership Team. This includes explaining certain behaviours that will result in a C1, C2 or C3 for example. The presentation clearly communicates to students any updates or changes such as 'Out of Bounds' areas at

break and lunch, the one-way system within the Stanbridge Building and the fact we are a Phone-free school, so they should not be seen or heard.

Our expectations around behaviour and strategies to support pupils to improve their behaviour are also taught explicitly and communicated regularly through weekly assemblies and during mentor time by the College Teams. This could include explaining certain routines in lessons such as working silently during Independent Practice, putting your hand up if you have a question or answer etc.

The Behaviour Reboot will consist of Standards Checks, reminders around the Consequence system, after-school detentions etc. The reboot aims to ensure that pupils clearly understand what is acceptable and unacceptable behaviour and can therefore make an informed choice on their behaviour. The reboot also aims to reduce the number of negative behaviour incidents by pre-emptively teaching pupils how to avoid consequences. Finally, the Reboot aims to ensure that all pupils, including in-year admissions, are well-informed of the systems around behaviour so that they can be successful.

3-2-1 SLANT

We use '3-2-1 SLANT' as a 'habit of attention' that sets students up for success. One of our guiding principles is 'Engagement' and we firmly believe that pupils' engagement in their learning is crucial to the progress they make.

Students use SLANT in order to ensure they are focused on their learning:

S = Sit up straight: Being attentive, focused and respectful

L = Listen carefully: Giving teachers 100% undivided attention

A = Ask & Answer: Being active participants and asking & answering questions

N = Never interrupt: Being patient and considerate

T = Track the speaker: Looking where directed by the teacher

'3-2-1 SLANT' is part of our common language; it provides consistency for both students and staff. Our teachers will call for SLANT throughout the lesson:

'3-2-1 and SLANT. Thank you'

Thank you' 'Staying in SLANT.

Thank you' '3-2-1 SLANT...I'm just waiting for 100%...Thank you'

It is an efficient way of gaining 100% attention. Our teachers are always aiming for 100% engagement and attention from all pupils, because we have high expectations and we want our students to be successful. All of our students have been explicitly taught about '3-2-1 SLANT' and they will receive continuous reminders throughout the school year during the Behaviour Reboots at the beginning of each half term. We also insist that when a member of staff calls for 3-2-1 SLANT, pupils immediately stop what they are doing, sit up straight, fold their arms and track the speaker. Failure or refusal to SLANT will result in a consequence e.g. a C1, C2 or C3.

Line Ups

Daily Line-Ups are a key part of our routine, designed to create a calm, orderly, and safe environment at the start of the school day. Students line up in their designated College Teams, with the exception of Year 7 and Year 11, who line up separately to support transition and preparation for examinations respectively. This structured start to the day supports smooth and safe movement into the building and provides staff with a consistent opportunity to check uniform and appearance, ensuring all students are ready for learning and meet the Academy's expectations.

Sanctions and Consequences

Our 'C' System

The Academy operates a clear, staged consequence system used to manage and address behaviour both inside and outside the classroom.

Least Invasive Strategy/Intervention This involves strategies that are subtle, such as: Pastore's Perch, Radar, Be Seen Looking, Proximity, Circulating the room, Signal and Pause and other forms of non-verbal communication such as gesture i.e. teacher raising their hand or facial expressions.

A 'C1' Issues minus one (-1) behaviour point.

C1 – Late (30 minute detention issued)

C1 – Uniform

C1 – Equipment

C1 – Lesson Warning

C1 – Poor Book Presentation

A ‘C2’ issues minus two (-2) behaviour points and a 30 minute detention is issued.

C2 – Lesson Detention

C2 – Unsatisfactory Site Conduct

C2 – Repeated Uniform Non-Compliance

C2 - Homework Detention

C2 - Phone confiscation

C2 - No P.E Kit

Examples of behaviour that warrants a C2 is any from the above table that is repeated and/or persistent i.e. continuous shouting out, repeated chatter during independent practice and continuing to distract or disrupt learning. Staff are able to issue immediate C2 detentions for ‘Unsatisfactory site conduct’. This includes:

- Littering
- Being out of bounds, i.e. during break and lunch time
- Refusing to follow the one-way system
- Dangerous behaviour such as pushing/shoving in the corridor

Staff are also able to issue immediate C2 detentions for ‘Repeated Uniform Non Compliance’. This could involve a student repeatedly not wearing their blazer or a student repeatedly having their skirt rolled up (too short).

A ‘C3’ is minus three (-3) behaviour points. All C3s result in a 60-minute detention.

C3 – Lesson Truancy

C3 – Lesson Removal

C3 – Phone Refusal

A ‘C4’ is minus four (-4) behaviour points. All C4s result in Internal Exclusion.

C4 – Serious Defiance

C4 – Serious Incident

C4 – Removed/Failed Removal

A ‘C5’ is minus five (-5) behaviour points. All C5s will result in either an Internal Exclusion, Academy Based Exclusion or a Fixed Term Suspension. In rare and extremely serious cases, a permanent exclusion could be issued for a one-off serious incident.

C5 – Physical Assault towards staff

C5 – Physical Assault towards another pupil]

C5 – Persistent Disruptive Behaviour

C5 – Verbal Abuse/Threatening Behaviour towards staff

C5 – Verbal Abuse/Threatening Behaviour towards a pupil

C5 – Drug & Alcohol Related

C5 – Theft

C5 – Racist Abuse

C5 – Sexual Misconduct

C5 – Sexual Harassment

C5 – Sexual Violence

C5 – Bullying

C5 – Refusal to be searched

C5 – Use or threat of use of an offensive weapon / possession of a prohibited item

C5 – Vaping

Daily Centralised Detentions

Detentions serve as a clear and consistent consequence for not meeting the school’s behaviour expectations. Their purpose is to deter poor behaviour by holding pupils accountable for their actions, while also providing an opportunity for reflection and personal growth. By reinforcing boundaries and encouraging responsibility, detentions help guide pupils toward making better choices in the future, supporting a positive and respectful learning environment for all.

Detentions are used as a consequence to address behaviour that fails to meet our high expectations. Our detention system supports in creating a school culture that is disruption free. We expect pupils to attend their detention on the day it is issued.

Failing to attend the detention will result in it being escalated to a lengthier detention.

The Academy operates daily centralised detentions which are led and run by the Senior Leadership Team. Detentions are then supported by College Leaders, Behaviour and Pastoral Manager.

Classroom teachers are not expected to hold detentions.

The Academy runs daily 30, 60 and 90 minute detentions and all pupils are expected to sit their detention(s) on the day it is issued.

When a detention is issued an automatic email is sent home in order to notify parents/carers that their child is being detained after-school.

Any detention logs after 2:15pm, should be sat the following day.

All staff are expected to ensure that they make the student aware when issuing a detention.

All students are expected to take personal responsibility for themselves and be aware of whether they have a detention or not. If a student is unsure, they can simply ask College or Pastoral staff.

Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds. All schools, except independent and non-maintained special schools, have clear legal authority to detain pupils without the consent of the parent.

Internal Exclusion (IE)

Internal Exclusion is used as a consequence for behaviour that does not meet the expectations of the Academy and breaches the school's behaviour policy. Internal Exclusion may be used as an alternative to a suspension.

Reasons for a pupil to receive IE can include, but are not limited to:

- C4 Serious Incident
- C4 Serious Defiance
- C4 – Refused/Failed Removal

- Uniform and/or Appearance Policy Breaches (I.e. Nose Piercing, False Nails)
- Failing to attend a 90-minute detention
- Internal or External Truancy (IE for the rest of the day plus 60 minute detentions)
- Refusing to hand over mobile phone or AirPods
- Verbal Abuse I.e. swearing or derogatory language
- Physical Assault or threatening behaviour
- Pending an Investigation
- Behaviour and/or conduct that brings the school into disrepute.

The above list is not exhaustive and the academy retains the right to place a pupil into IE for reasons they see fit that may not be listed above. **The academy does not require the parents' permission**. Some of the reasons stated above may warrant a Suspension, this will depend on the severity and will be decided by the Principal.

Students can be placed in Internal Exclusion for up to 5 consecutive days. This can be extended depending on the severity of the incident. Students may also be placed into Internal Exclusion for social times only I.e. Break and Lunch time. If a student is placed into IE during the school day, for example due to internal truancy, the school is not required to notify the parent/carer of this.

Internal Exclusion Expectations and Procedure

- Students will follow a timetable of Maths, English, Science and Humanities.
- Students will be provided with work that they can access and complete without the requirement of a subject specialist.
- Students are expected to work independently, in silence.
- Students will be 'RAG' rated for each period of the day.
    - Red: Poor.
    - Amber: Satisfactory.
    - Green: Good.

- The Behaviour Manager will decide at the end of each day whether each student has 'passed' or 'failed' IE.
- In the case of a student 'failing' IE, they will either be rebooked in for the following day or subsequently issued with an Academy Based Exclusion / Off-Site Direction at a Partnership School in Banbury.

- Students will be supervised at all times and will be escorted to and from the toilet at pre-arranged times.
- Students will be escorted to the canteen before the usual lunch time.
- Students will be escorted to Detention if applicable.

On-Call System

- There is a member of staff on call for each period of the day.
- Staff can request for support from On Call via Arbor or email.
- On call staff are highly visible by visiting lessons each period and walking around the site.
- On call staff will also respond to and deal with any truancy, uniform breaches and Class teachers can use our 'On Call' system for a range of different reasons:
    - Reporting a missing student i.e. marked present period one but has not arrived to period two.
    - To request for assistant/support
    - To alert of a safeguarding concern
    - To ask for First Aid
    - To remove a pupil following a C3

The member of staff on duty is alerted via the On Call Phone and Email system. The On Call Staff also have access to a Radio to communicate with other academy staff such as the Senior Leadership Team, Pastoral Manager, Attendance Officer, Receptionist and Student Services (First Aid).

Report Cards

Where a student's behaviour, effort, engagement, punctuality or attitude to learning is a cause for concern, the Academy may place them on a Report Card. Report Cards are used to monitor progress closely, provide clear targets for improvement, and facilitate regular communication between school and home.

There are four levels of Report Card: Mentor/Tutor, Deputy Head of College, Head of College and Principal. Students will normally progress through these levels where concerns persist or where additional support and monitoring are required.

Parents/carers play an important role in this process and are encouraged to review and sign the Report Card each day. This partnership between home and school

helps to reinforce expectations, celebrate improvements and support students in achieving sustained positive outcomes.

Behaviour outside the academy

The Academy reserves the right to discipline students for behaviour outside of school where such conduct has an impact on the welfare, safety, or reputation of the Academy community. This includes, but is not limited to, anti-social behaviour, violence, bullying, harassment, criminal activity, misuse of social media, or any conduct that may place others at risk. Disciplinary action may be taken where a student's actions outside of school bring, or are likely to bring, the Academy into disrepute, adversely affect relationships within the Academy community, or undermine the Academy's values and expectations.

Mobile Phone Policy

Mobile Phones MUST be switched off and away during the school day.

Our policy regarding mobile phones is: **'If a mobile phone is seen or heard, it will be confiscated'**

Both Wykham Park Academy and Futures Institute are 'phone-free' schools.

Mobile Phones must be switched off and kept away whilst pupils are on site. This includes before and after school. Mobile phones should not be seen or heard before or after school. Our staff have the right to confiscate mobile phones, electronic devices, AirPods, Headphones etc. A C2 will be issued for breaching this rule. If a pupil refuses to hand the device over, a C3 will be issued. **Mobile phones must be collected by parents and will not be handed back to students. This includes the first time a phone is confiscated.**

- Mobile phones pose safeguarding concerns within a school environment.
- Mobile phones are also a distraction to learning and social engagement.
- The latest government guidance supports schools in banning mobile phones and encourages schools to have clear systems and policies in place regarding mobile phones.
- Mobile phones should not be seen or heard before or after the school day on the campus. Students are expected to not be on their phone whilst on site.

- Parents may be required to come and collect their child's device at the end of the school day.
- At the end of the school day, pupils should not be on their phones until they have left the school premises.
- Under exceptional circumstances, a member of staff may allow or give permission to a student to use their phone, e.g. to make contact with their parent/carer.

Restrictive Interventions, Including Use of Reasonable Force

The Academy's approach to restrictive interventions and the use of reasonable force is informed by the Department for Education guidance *Restrictive Interventions, Including Use of Reasonable Force, in Schools* (April 2026).

The Academy is committed to creating a safe, supportive and inclusive environment and will seek to minimise the need for restrictive interventions through effective behaviour management, positive relationships, early support, reasonable adjustments, risk assessment, and de-escalation strategies. Restrictive interventions will only be considered where necessary and where less restrictive alternatives have been assessed as ineffective or inappropriate in the circumstances.

All members of school staff have a legal power to use reasonable force where it is necessary to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.

Reasonable force means using the least amount of force necessary, for the shortest period of time required, and only when it is proportionate to the risks presented. Any decision to use force will take account of the individual circumstances, including the pupil's age, size, medical needs, special educational needs and disabilities (SEND), communication needs, vulnerabilities, and welfare.

Examples of reasonable force may include guiding a pupil away from danger, separating pupils involved in a conflict, preventing a pupil from leaving a safe area where there is an immediate risk of harm, or intervening to prevent injury, significant

property damage, or serious disruption. Force will never be used as a form of punishment.

The Academy recognises that some pupils, particularly those with SEND or additional vulnerabilities, may require individualised support plans and reasonable adjustments. Where appropriate, behaviour support plans and risk assessments will be developed in partnership with pupils, parents/carers and relevant professionals to reduce the likelihood of restrictive interventions being required.

Staff should avoid any intervention that could restrict a pupil's airway, breathing or circulation. Techniques involving pressure to the neck, throat, chest or abdomen, covering the mouth or nose, or prolonged restraint on the ground are not permitted. Staff must continually assess the impact of any intervention and discontinue it as soon as it is safe to do so.

The Academy does not operate a 'no contact' policy. Appropriate physical contact may be necessary and appropriate in a range of situations, including providing first aid, offering comfort to a distressed pupil, guiding or escorting a pupil, supporting self-regulation, or demonstrating activities within the curriculum.

Where staff are likely to work with pupils who may present a foreseeable risk of harm, the Academy will ensure appropriate risk assessments, support, and training are in place. Staff who may be required to use reasonable force or other restrictive interventions will receive training appropriate to their role and responsibilities.

Any significant incident involving the use of force, restraint or seclusion will be recorded and reported in accordance with statutory requirements and the Academy's procedures. Following any incident, appropriate support, reflection and review will take place to promote learning, safeguard wellbeing, and reduce the likelihood of future incidents.

Screening, Searching and Confiscations

The school's approach to searching and screening is informed by the government guidance on searching, screening and confiscation published in September 2022. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Principals and staff they authorise have a statutory power to search

a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- Vapes
- Alcohol
- Illegal drugs e.g. cannabis
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- Tobacco and cigarette paraphernalia
- Fireworks and Smoke flares
- Pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Staff may ask a student to empty out their pockets or a bag if they believe that a prohibited item is being hidden. Staff should not physically search a student. If a student refuses to show the contents or a serious item is believed to be hidden i.e. a knife, staff must refer the matter immediately to the Leadership team.

The Leadership team will conduct a search with a witness present. Any detailed search must be completed by staff of the appropriate gender. A refusal to be searched could result in the parents brought into school and / or police contact and a search made. It may also result in disciplinary action such as a suspension. A search form will be completed by the lead adult and logged on the school's recording system (Arbor and/or MyConconcern).

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school will always endeavour to place support in place for children alongside any necessary consequence. Where appropriate the school will also use CCTV to decide whether to conduct a search for an item. The school will always inform parents or carers that a search has taken place. The school can confiscate any item that we feel may:

- Pose a risk to staff or pupils.
- Is prohibited.
- Is evidence in relation to an offence.

Confiscated items will typically be retained or disposed of by the school. They will not be returned to pupils. Where appropriate they will be delivered to the police.

SUSPENSIONS AND PERMANENT EXCLUSIONS

At Wykham Park Academy and Futures Institute Banbury we understand that good behaviour and discipline is essential for promoting a high-quality education.

We recognise that suspension and permanent exclusion of pupils may be necessary where there has been a **serious breach**, or **persistent breaches**, of our Behaviour Policy. Suspending or permanently excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or permanently excluding pupils should only be used as a means of last resort.

This policy aims to clearly define the legal responsibilities of the Principal, governing board and LA when responding to pupil suspensions and permanent 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 pupil's right to an education despite having been suspended or permanently excluded, by ensuring that appropriate arrangements are in place.

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

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently

- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

● The reason(s) for the suspension/permanent exclusion
● The length of a suspension
● To arrange a reintegration meeting for after a suspension
● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended student is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:
● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent

● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers 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/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

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the student being suspended for more than fifteen academy days in a term
● Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational

Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students beyond 15 days of suspension in the same term) or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional 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. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

Off-Rolling and Unlawful Exclusion

Wykham Park Academy and Futures Institute Banbury are committed to ensuring that all decisions relating to pupil attendance, suspension, exclusion, alternative provision, Off-Site Direction, Managed Moves and Elective Home Education are made lawfully, transparently and in the best interests of the pupil.

The Academy recognises that off-rolling is unacceptable and is prohibited.

Off-rolling occurs when a pupil is removed from a school's roll, or their education is managed in a way that primarily benefits the school rather than the pupil. Off-rolling is a form of gaming and may negatively affect a pupil's educational outcomes, wellbeing and future opportunities.

Examples of off-rolling include, but are not limited to:

- Removing a pupil from the school roll without following the formal permanent exclusion process;
- Encouraging or pressuring parents/carers to remove their child from the school roll, including through Elective Home Education (EHE), where this is primarily in the interests of the school rather than the pupil;
- Encouraging a sixth-form student to leave a course of study because of concerns regarding attendance, behaviour or academic performance;
- Informally sending a pupil home, or preventing them from attending school, without a formally recorded suspension or permanent exclusion;

- Retaining a pupil on roll but preventing them from accessing their normal education without lawful authority;
- Using a Managed Move to remove a pupil from the school roll where the move is not voluntary, is not in the pupil's best interests, or where parents/carers have been placed under pressure to agree;
- Using a part-time timetable as a behaviour management sanction;
- Arranging alternative provision or Off-Site Direction without appropriate procedures, review arrangements and oversight;
- Delaying or discouraging a pupil's return to school following a suspension because a parent/carer has not attended a reintegration meeting or met any other condition.

The Academy will not unlawfully suspend or exclude a pupil by instructing them to leave school, requiring them to remain at home, collecting them early, reducing their timetable, or otherwise preventing them from attending school without following the statutory procedures for suspension or permanent exclusion and formally recording the decision.

Any suspension or permanent exclusion will only be made on disciplinary grounds and will not be used because:

- The Academy considers itself unable to meet a pupil's Special Educational Needs and/or Disabilities (SEND);
- A pupil has an Education, Health and Care Plan (EHCP);
- A pupil is looked after, previously looked after, or otherwise vulnerable;
- A pupil is experiencing mental health difficulties or medical needs;
- A pupil's academic attainment or examination performance is poor;
- A parent/carer has made a complaint or challenged the Academy's decision-making;
- A parent/carer has declined to agree to a Managed Move;
- A parent/carer has not attended a reintegration meeting;
- The Academy believes that the pupil's continued attendance may adversely affect the school's published outcomes, attendance figures or performance measures.

The Academy recognises that Managed Moves, Off-Site Directions, alternative provision placements, part-time timetables and Elective Home Education requests

must never be used as mechanisms to avoid the use of suspension or permanent exclusion procedures.

The Governing Board will receive and review information relating to suspensions, permanent exclusions, Off-Site Directions, Managed Moves, alternative provision placements, part-time timetables and pupil movement to provide assurance that all decisions are lawful, proportionate and in the best interests of pupils.

Any concerns regarding potential off-rolling practices will be investigated promptly by senior leaders and, where appropriate, reported to the Governing Board and relevant external agencies.

Terminology - Definitions and Abbreviations

- "The Trust" means the Aspirations Academies Trust.
- "School" means 'Wykham Park Academy' and 'Futures Institute Banbury'
- Principal means the Principal of the School
- CEO means the Chief Executive Officer of the Aspirations Academies Trust
- Governing Body means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions related to the governance of a school or group of schools.
- SEND means Special Educational Needs and Disability.
- EHCP means Education, Health and Care Plan.
- LA means Local Authority.
- LAC means Looked After Child
- CWCF means Child We Care For
- CP means Child Protection
- CIN means Child In Need
- SEMH means Social, Emotional and Mental Health
- OCC means Oxfordshire County Council
- OSD means Off Site Direction
- GDC means Governors Disciplinary Hearing

• IRP means Independent Review Panel

• A **"Suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year before being permanently excluded. A suspension does not have to be for a continuous period.

• A **"Permanent Exclusion"** is defined as the permanent removal of a pupil from the school, 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 such as staff or pupils in the school.

Suspensions

Suspensions are used at Wykham Park Academy and Futures Institute as an appropriate sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and is set out within our 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 may be used to provide a clear signal of what is unacceptable behaviour as part of our behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

It is important that during a suspension, pupils still receive their education. The Academy's Suspension Letter to the parent outlines the educational provision during the suspended period.

The Academy will only suspend in response to breaches of the behaviour policy that are not serious enough to warrant permanent exclusion and when lesser sanctions are inappropriate.

Reasons for Suspension / Grounds to Suspend

Code Description

PP Physical assault against a pupil

PA Physical assault against an adult

VP Verbal abuse / threatening behaviour against a pupil

VA Verbal abuse / threatening behaviour against an adult

OW Use or threat of use of an offensive weapon or prohibited item BU Bullying

RA Racist abuse

LG Abuse against sexual orientation and gender identity

DS Abuse relating to disability

SM Sexual misconduct

DA Drug and alcohol related

DM Damage

TH Theft

DB Persistent disruptive behaviour

MT Inappropriate use of social media or online technology

Procedure for Suspension

Where necessary, the Academy will conduct an investigation prior to making the decision to suspend. This will generally include collecting statements from the pupil(s) involved, any witnesses or staff, if appropriate.

The Academy may also utilise its CCTV as part of the investigative process. · There will be cases when the above is not required.

- The 'Suspension Form' acts as a checklist to ensure that important factors are considered and a clear process is followed. For example, reasonable adjustments for SEN/EHCP students, as well as considering the child's Social Care Status (CP/CIN/CWCF etc.) and other protected characteristics.
- Only the Principal, or delegated Vice Principal, can suspend a student from the Academy.
- The Behaviour Manager will complete the administrative aspect including the recording of the Suspension on Arbor, updating the register, emailing the formal letter and occasionally notifying the parent too.

- Parents are notified without delay and provided with the reason for the suspension immediately.
- The academy can also arrange for paper copies/worksheets/booklets for the student to complete during their suspension if it is requested by the parent.

Re-integration Meetings

The Academy is committed to supporting pupils to successfully reintegrate into school life and full-time education following a suspension, cancelled suspension, period of Off-Site Direction, or separation from school for safeguarding purposes.

The Academy recognises that effective reintegration is an important part of improving behaviour, strengthening engagement with education and reducing the likelihood of future suspensions or exclusions. Reintegration should provide pupils with a fresh start, help them understand the impact of their behaviour on themselves and others, support them to meet the Academy's expectations, and foster a renewed sense of belonging within the school community.

Following a suspension, cancelled suspension, period of Off-Site Direction or safeguarding separation, pupils and their parent(s)/carer(s) will normally be invited to attend a reintegration meeting.

Reintegration meetings are *generally* held at the beginning of the school day between 8:00am and 9:00am. Details of the meeting will normally be shared with parents/carers within the suspension notification letter or through direct communication from the Academy.

The Academy's preference is for parents/carers to attend reintegration meetings in person. However, where appropriate, alternative arrangements may be offered including telephone or video conferencing.

Where appropriate, the Academy may invite other relevant professionals to attend the meeting, including:

- SEND staff;
- Safeguarding staff;
- Pastoral staff;
- Social Workers;
- Virtual School representatives;
- External agencies supporting the pupil;

- Members of the Senior Leadership Team;
- A Governor, particularly where a pupil has received multiple suspensions or where the incident leading to suspension was particularly serious.

During the Meeting

The member of staff leading the meeting will complete the Academy's Reintegration Form and develop an appropriate Reintegration Strategy.

The meeting may include discussion of:

- The reason for the suspension, Off-Site Direction or safeguarding separation;
- The duration of the suspension or placement;
- The pupil's attendance;
- Behaviour records and patterns;
- Previous suspensions and interventions;
- Academic progress and any missed learning;
- Safeguarding considerations;
- SEND or medical needs;
- Pupil voice and reflections;
- Support strategies and interventions;
- Reintegration targets for the pupil, Academy and parents/carers;
- Review arrangements and monitoring processes.

The Academy recognises the importance of pupil voice and will ensure that pupils are given the opportunity to express their views, reflect on events and contribute to the development of their reintegration plan.

During the meeting, Academy staff will communicate clearly to the pupil that they are valued members of the school community and that previous behaviour should not be viewed as a barrier to future success.

Reintegration Strategy and Ongoing Support

Following the meeting, the Academy will implement a Reintegration Strategy tailored to the individual needs of the pupil. The strategy will be regularly reviewed and adapted as required in collaboration with the pupil, parents/carers and relevant professionals.

The Academy may consider a range of support measures including, but not limited to:

1. Behaviour Report Card
2. Positive Report Card
3. Daily Check-ins
4. Regular Parental Communication
5. Curriculum Adjustment
6. Social Time Adjustment (Break and Lunch)
7. Round Robin (Teacher Feedback)
8. SEND Assessment
9. School Nurse Referral
10. Individual Support Plan (ISP)
11. Risk Assessment
12. External Agency Referrals (including CAMHS, MIND, SeeSaw, Be Free YC, SAFE! and other appropriate services)
13. LSA/TA Support
14. Assigned Trusted Adult or Key Worker
15. Mentoring
16. Working Together (formerly Early Help), Strengths and Needs Assessment or Team Around the Family (TAF)
17. Academic Nurture Provision (SEND pupils where appropriate)
18. Nurture Provision
19. Off-Site Direction
20. Managed Move
21. 1:1 Tutoring
22. Pastoral Support Programmes
23. Attendance Support Programmes
24. Safeguarding Support Plans
25. Multi-Agency Planning Meetings

Where appropriate, the Academy will work with external agencies and professionals to identify whether a pupil has unmet Special Educational Needs and/or Disabilities (SEND), mental health needs, safeguarding needs or other vulnerabilities that may require additional support.

Review and Monitoring

The Reintegration Strategy will be monitored and reviewed regularly to evaluate progress against agreed targets and ensure that support remains effective.

Review meetings may be arranged with the pupil, parents/carers and relevant professionals to celebrate success, address concerns at an early stage and adapt support where required.

Part-Time Timetables

The Academy recognises that a part-time timetable must not be used as a behaviour management sanction.

A part-time timetable will only be considered in exceptional circumstances, where it is in the best interests of the pupil and forms part of a clearly defined support plan. Any part-time timetable must:

- be approved by the Principal or delegated Vice Principal;
- have clear educational and pastoral objectives;
- be time-limited and normally not exceed six weeks;
- include arrangements for regular review with the pupil and parents/carers;
- identify a planned return to full-time education; and
- be recorded and monitored appropriately.

Where a part-time timetable is in place, the Academy will record the pupil's absence as authorised in accordance with attendance regulations.

Pupil 'at risk of permanent exclusion'

The academy recognises that students who are ***repeatedly*** suspended from school due to their behaviour require additional support. However, the pupil must engage with the support that is provided. The academy will always consider contextual information such as Safeguarding including Social Care Status, SEMH, ACE's/Trauma, any Special Educational Needs (SEN), disability and other relevant protected characteristics.

Pupils deemed to be 'At Risk of Permanent Exclusion' based on our behaviour data will have the opportunity to meet with several senior members of staff including: the College Team, Assistant Principal(s), Vice Principal(s), The Principal and finally a member of the Governing Board.

The meetings are designed to provide *support* and agree strategies to reduce the possibility of a permanent exclusion from happening. Pupils 'at risk of Permanent Exclusion' will also be raised by the Academy as a 'Pupil of concern' at the North Oxfordshire In Year Fair Access Protocol (IYFAP).

More information can be found here: https://schools.oxfordshire.gov.uk/access learning/exclusion-and-reintegration-team

Permanent Exclusion

DfE Guidance

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The 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; and**

- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.**

Some examples are: assault, sexual assault, offensive weapon, prohibited item, drug dealing or possession, discriminatory abuse, serious verbal abuse or threatening behaviour.

For any permanent exclusion, we will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

- Only the Principal can suspend or permanently exclude a pupil on disciplinary grounds

- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Principal, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e. that it is: **lawful** (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); **reasonable**; **fair**; and **proportionate**.

- When establishing the facts in relation to a suspension or permanent exclusion decision the Principal will 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.**' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following an exclusion.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the Academy that it has exhausted all available strategies for supporting a student. There will be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a 'one off' offence e.g. for a serious physical assault/threatening behaviour towards staff or students, serious vandalism or the possession of a dangerous and prohibited item e.g. a knife or weapon.

Reasons to Permanently Exclude

A decision to permanently exclude a student would normally be taken in response to:

- Physical assault, verbal abuse or threatening behaviour against any student or adult · Persistent disruptive behaviour and persistent defiance
- Persistent, serious and on-going bullying, including e-bullying, racist, sexist or homophobic behaviour
- Sexual misconduct
- Drug or alcohol related incidents including possession, supply or use of drugs or alcohol on the academy site
- Theft from others, or of Academy property
- The possession and/or use of any weapons (or any item which could be used as weapons or to cause harm)
- A malicious accusation against a member of staff
- Other breaches of the Code of Conduct or ethos of the Academy deemed to be serious enough to warrant this level of sanction

Pupil and Parent Voice Prior to a Permanent Exclusion Decision

The Academy recognises the importance of ensuring that the views of pupils and their parents/carers are considered before a decision is made regarding permanent exclusion.

Where the Principal is considering whether permanent exclusion may be appropriate, the pupil and their parent(s)/carer(s) may be invited to attend a meeting to discuss the incident(s) that have led to the consideration of permanent exclusion. The purpose of the meeting is to provide an opportunity for the pupil and their family to share their account of events, explain any relevant circumstances, and express their wider thoughts, feelings and views regarding their experience at the Academy.

The meeting will normally be led by the most appropriate member of the Senior Leadership Team who has been directly involved in supporting the pupil, overseeing recent interventions, managing previous meetings, or investigating the incident. Information gathered during the meeting will be shared with the Principal and considered as part of the decision-making process.

During the meeting, the pupil and parent(s)/carer(s) may be asked a series of questions relating to:

- The incident under consideration;
- Any contributing factors or mitigating circumstances;
- Previous support and interventions;
- The pupil's experience of the Academy;
- Relationships with peers and staff;
- Any safeguarding, SEND, medical or wellbeing concerns; and
- Any suggestions regarding support that may help the pupil succeed in school.

The Academy recognises that some families may be unable to attend in person. Where appropriate, reasonable adjustments will be made and the meeting may take place via telephone, Google Meet, or another suitable method.

Whilst the views of the pupil and parent(s)/carer(s) will not determine the outcome, the Academy is committed to ensuring that their voice is heard and that relevant

information is carefully considered before any decision regarding permanent exclusion is made.

Cancelling Suspensions or Permanent Exclusions

The Principal may cancel any suspension or permanent exclusion that has already begun; however, this power will only be used if the suspension or permanent exclusion has not already been reviewed by the governing board. Where a suspension or permanent exclusion is cancelled, the Principal will notify the pupil's parents, the governing board, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The Principal will offer the pupil's parents the opportunity to meet with the Principal to discuss the circumstances that led to the cancellation of the suspension or permanent exclusion, and the pupil will be allowed back into school.

The Principal will report the number of suspensions and permanent exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the governing board once per term, to allow the governing board to have appropriate oversight. Formal notification of a cancellation must be sent to the parents, governing board, LA and any social worker and VSH as appropriate.

Any day a pupil is suspended before its cancellation counts towards the maximum 45 days of suspension in any school year.

If the pupil was permanently excluded and would go over the 45-day limit after counting the period they have been permanently excluded before it would be cancelled, then the permanent exclusion cannot be cancelled.

Factors to Consider When Suspending or Permanently Excluding a Pupil

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

- Allow the pupil the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil 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 pupils who demonstrate consistently poor behaviour.

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

- Social Care Status
- LAC/CWCF
- Pupils eligible for FSM
- Pupils with SEN
- Certain ethnic groups

Where any member of staff has concerns about vulnerable pupil 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 plan will be created using the Trust Graduated Response Procedure outlined in the SEND Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the Graduated Response process, then suspension or permanent exclusion may be considered. In accordance with the Equality Act 2010, under most circumstances a pupil with identified SEND or SEMH issues will only be suspended or permanently excluded after the Graduated Response process has been completed. The school will keep detailed records, highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

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

In the event of a cancellation, formal notification will be sent to the parents, governing board, LA and any social worker and VSH as appropriate.

Managed Moves (MM)

A Managed Move is a **voluntary** and **permanent** transfer of a pupil from one mainstream school to another. **Managed Moves are used as an alternative to**

permanent exclusion where all parties agree that a change of school is in the pupil's best interests.

A Managed Move is not a temporary arrangement, trial placement or assessment period. Once agreed and implemented, the pupil's name will be removed from the admission register of the original school and added to the admission register of the receiving school in accordance with statutory requirements.

The Academy recognises that the law does not permit "trial managed moves" or "trial admissions". Where a temporary placement is required to assess suitability, provide additional support or improve behaviour, Off-Site Direction will be used instead.

Managed Moves are discussed through the North Oxfordshire In-Year Fair Access Panel (FAP), where secondary schools across Banbury and North Oxfordshire work collaboratively to support vulnerable pupils and reduce the risk of permanent exclusion. Discussions and decisions relating to potential Managed Moves are formally recorded through the Fair Access Panel process.

The Academy works closely with:

- North Oxfordshire Academy (NOA)
- Blessed George Napier Catholic School (BGN)
- The Warriner School (TWS)
- Chenderit School

to identify suitable placements and support arrangements. Any Managed Move must be agreed by the parents/carers, the receiving school, the relevant admission authority and the Academy, and must be demonstrably in the pupil's best interests.

Duties of the School to Inform Relevant Parties

Parent

Following the Principal's decision to permanently exclude a pupil, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

If the pupil is 18 or over, the Principal must inform them personally rather than parents/carers.

Governing Board and Local Authority

The Principal will inform the governing board and Regional Direction without delay, of the following:

- Any decision to permanently exclude a pupil
- Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or permanent exclusions which would result in the pupil being absent from an examination or national curriculum test
- The LA is able to access all of the school's suspension data the via MIS system. · All notifications to the governing board and LA will include the reasons for suspension or permanent exclusion and the duration of any suspension.

The school MUST complete the **Exclusion Reintegration Referral Form** and send this to: ERT@oxfordshire.gov.uk accompanied by the Letter Informing the Parent of the decision to Permanently Exclude.

Exclusion and Reintegration Team (ERT) at the Oxfordshire County Council (OCC) Claire Hawkes - claire.hawkes@oxfordshire.gov.uk

Social Workers and Virtual School Head

For all suspension and permanent exclusions issues, the Principal will, without delay, notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the governing board is taking place, and will be invited to attend the meeting should they wish to do so.

The Virtual School Head (VSH) or social worker may request to join a meeting remotely (even if everyone else is attending in person). It is down to the governing body to decide whether to accept the request.

Arranging Education for Permanently Excluded Pupils

The Academy is responsible for providing the education provision for the first five days of the exclusion. This will be the same as the provision provided for suspended

pupils. The LA, Oxfordshire Country Council, is responsible from day six for providing the pupils education.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil.

If a pupil with SEN has been suspended or permanently excluded, the Academy will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

6.7 The Governing Body Hearing / Governors Disciplinary Committee

The Governors Body Hearing, also referred to as the Governors Disciplinary Committee (GDC) is a meeting that a school's Governors must hold when the Principal has decided to make a permanent exclusion. The Governors have a maximum of 15 school days from the date of their notification to convene for the GDC.

A 'Clerk to the Governors' will be appointed to take minutes during the Hearing. The Clerk will organise the formal arrangements such as setting the date, time and venue, send the PEX pack to all parties including the governing board, LA, parent/guardian and social worker (if appropriate), be present at the hearing and take the minutes from the meeting.

The hearing usually takes place at the school the child was excluded from, however, the Principal may decide that it is appropriate to hold the GDC elsewhere locally. There will be a **minimum of three Governors**, one of whom will chair the hearing. Any Governor with a personal connection or prior involvement with the child must step down.

A representative from the Local Authority may be present at the GDC. Alternatively, they may provide a letter of points and questions in response to the PEX pack which should be

discussed during the hearing.

The school must provide and share the PEX pack five days before the date of the GDC. This should be shared with: The Governing Board, the LA and the Parent of the excluded pupil. The Principal's Personal Assistant will carry out the administrative duties.

Following the GDC hearing, the governing board will decide collectively whether to: a) Uphold the PEX (Approve it) or b) Reinstate the child (Disapprove the PEX).

If the child is reinstated, a meeting must be held to arrange the return of the child and support provided. The parent/guardian has 15 days to respond to the outcome of the GDC. If they wish to 'Appeal' the decision, they must notify the Trust and LA. The IRP should then be held within 15 school days.

Independent Review Panel

The Academy works with the **Oxfordshire Country Council** to arrange an Independent Review Panel.

The Independent Review Panel have three options. It could decide to:

- Uphold the exclusion decision;
- Recommend that the School reconsiders its decision; or
- Quash the decision and direct that the School considers the exclusion again.

Parents are required to submit their applications by contacting the Local Authority and notifying the Trust Director of HR and Compliance: traceystratton@aspirationsacademies.org within:

- 15 school days of the governing board'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 are able to request an independent review panel even if they did not make a case to, or attend, the governing board's initial consideration of the permanent exclusion.

The Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

The governing boards duty to consider reinstatement following an IRP

Where the independent review panel directs or recommends that the governing board reconsider whether a pupil should be reinstated, the governing board must reconvene to do so within ten school days of being given notice of the panel's decision.

It is important that the governing board conscientiously reconsiders whether the pupil should be reinstated, whether the panel has directed or merely recommended it to do so.

Following a direction to reconsider, unless within ten school days of receiving notice of the panel's decision the governing board decides to reinstate the pupil, an adjustment will be made to the school's budget in the sum of £4,000 if the panel has ordered this. In the case of an academy, the school will be required to make an equivalent payment directly to the local authority in whose area the school is located. This payment will be in addition to any funding that would normally follow a permanently excluded pupil. If the governing board offers to reinstate the pupil within the specified timescale but this is declined by the parents, no budget adjustment or payment can be made.

The governing board must comply with any direction of the panel to place a note on the pupil's educational record. In the case of either a recommended or directed reconsideration, the governing board must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay.

Criminal investigations

The Principal will not postpone taking a decision to suspend or permanently exclude a pupil 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 permanently exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the governing board 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

Safeguarding-Related Power to Keep Pupils Apart

In exceptional circumstances, the Academy may temporarily prohibit a pupil from attending the school site where this is necessary to safeguard one or more pupils, staff members, or members of the wider school community. This measure may be considered where there are serious safeguarding concerns, including but not limited to allegations of child-on-child abuse, sexual violence, sexual harassment, physical assault, intimidation, or other behaviours that present an ongoing safeguarding risk.

Any decision to temporarily separate a pupil from the school site for safeguarding reasons is distinct from a suspension or permanent exclusion and will not be used as a disciplinary sanction. Such action will only be taken where the Academy determines that separation is essential to protect pupils and cannot reasonably be achieved through alternative arrangements whilst allowing all pupils to remain on site.

The Designated Safeguarding Lead (DSL) will lead the safeguarding assessment and recommendation process. In his absence, or where appropriate, the Deputy Designated Safeguarding Lead and Welfare Manager will undertake this responsibility. Decisions will be informed by all available evidence, risk assessments, safeguarding records, and, where appropriate, advice from external agencies including Children's Social Care, the Police, Health Services, or other safeguarding partners.

The final decision to implement a safeguarding separation will be made and approved by the Principal of the relevant Academy:

- Wykham Park Academy – Mrs Berry (Principal)
- Futures Institute Banbury – Mrs Ingham (Principal)

Prior to any decision being implemented, consideration will be given to:

- The safety and welfare of all pupils involved;
- The views and needs of the alleged victim(s);
- The rights and welfare of the pupil who may be subject to separation;
- The Academy's duties under the Equality Act 2010;
- The Human Rights Act 1998;
- Any Special Educational Needs and/or Disabilities (SEND);
- Any Education, Health and Care Plan (EHCP);

- Relevant safeguarding guidance, including Keeping Children Safe in Education (KCSIE).

Parents/carers will be informed of the reasons for the separation and the arrangements that will be put in place. Where a pupil is temporarily prevented from attending the Academy site for safeguarding reasons, suitable education arrangements will be considered and implemented in accordance with statutory guidance and local authority requirements.

The Chair of Governors, David Herbert, will be notified without delay of any decision to separate a pupil for safeguarding purposes. The Governing Board will provide appropriate oversight and assurance that such measures are used only in exceptional circumstances, are proportionate, and remain under regular review.

All safeguarding separations will be reviewed at regular intervals by the Principal and DSL to determine whether the arrangement remains necessary and proportionate. The Academy will seek to minimise the duration of any separation and will work with pupils, families and relevant agencies to facilitate a safe return to full participation in education wherever possible.

The Academy will maintain clear written records of all decisions, risk assessments, consultations, reviews and outcomes relating to safeguarding separations.