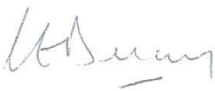




Suspensions and Exclusions Policy

This policy applies to all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2026
Renewal period	2 Years
Review Date:	1 September 2028

Contents

1.0 Bellevue Place Education Trust – Our commitment	3
2.0 Statement of intent	3
3.0 Introduction	4
4.0 Application of policy	5
5.0 Types of exclusion	5
6.0 Roles and responsibilities	6
7.0 CCTV, witness evidence and pupil views	7
8.0 Reintegration strategy meetings following suspension or off-site direction	7
9.0 Cancelling a suspension or exclusion	8
10.0 Suspensions before a permanent exclusion	8
11.0 Directing off-site and managed moves	8
12.0 Governor Disciplinary Committee	9
13.0 School Admissions Register and Attendance Codes	10
14.0 Independent review panels (IRPs)	10
15.0 Reconsideration by the governance	11
16.0 Remote Meetings	11
17.0 Complaints	11
18.0 Equality impact	11
19.0 Monitoring arrangements	11
APPENDIX A - Template Letter Suspending a Pupil for Up To (And Including) 5 Days in a Term	13
APPENDIX B - Template Letter Suspending a Pupil (6 - 15 Days)	15
APPENDIX C - Primary - Template Suspending a Pupil (15 DAYS+)	18
APPENDIX D - Suspension Decision Making Flowchart	21

1.0 Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN

We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY

We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED

We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way

We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

2.0 Statement of intent

At BPET, we understand that good behaviour and discipline is essential for promoting a high quality education.

Amongst other disciplinary sanctions, BPET recognises that suspension or exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of one of the school's behaviour policy. 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, suspension and excluding pupils should only be used as a means of last resort.

BPET has created this policy to clearly define the legal responsibilities of the Headteacher, Trust Central Team (CEO/Director of Education) and LA when responding to pupil 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 excluded, by ensuring that appropriate arrangements are in place.

3.0 Introduction

- 3.1 BPET's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school or BPET will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 3.2 Where the school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 3.3 BPET will always have regard to the Statutory Guidance on Suspensions and Exclusions (**September 2023**) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).
- 3.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for BPET.

4.0 Application of policy

- 4.1 This policy applies to all members of the BPET community. Each school within BPET will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

5.0 Types of exclusion

Suspensions and permanent exclusions are different:

- 5.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum of 45 days of suspension in an academic year before being permanently excluded. Any suspension is entered on to our MIS system Arbor which will alert the CEO/Director of Education.
- 5.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will 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. Any permanent exclusion is entered on to our MIS system Arbor.

6.0 Roles and responsibilities

All members of the BPET community are expected to follow this policy. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

6.1 The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to BPET's behaviour policy. The Headteacher will immediately inform the CEO/Director of Education, without delay, if taking the decision to permanently exclude a pupil.

6.1.1 Mandatory Trust Consultation and Legal Protocol

While the formal statutory decision to suspend or permanently exclude rests with the Headteacher (or Acting Headteacher), the following Trust consultation steps must be completed prior to issuing a sanction:

- ❖ Permanent Exclusions: Prior to authorizing a permanent exclusion, the Headteacher must discuss the decision with the BPET Central Team (including the CEO and Director of Education) and, where a pupil has SEND, the Trust inclusion lead.
- ❖ Suspensions: The Headteacher must consult with the Director of Education prior to authorizing a suspension.
- ❖ Mandatory Legal Advice: The Headteacher must seek Trust legal advice prior to issuing any potential suspension or permanent exclusion involving a child with SEND, a Looked-After Child (LAC) or previously Looked-After Child, or where circumstances are particularly complex.

6.2 The Governance

The CEO/Director of Education is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the CEO/Director of Education will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

6.3 Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

6.4 Pupils

All pupils of the schools in BPET are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

7.0 CCTV, witness evidence and pupil views

7.1 If a BPET school uses Close Circuit Television (CCTV) within its premises, this is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governance review meeting. Please see the BPET CCTV policy and privacy notices for more information.

7.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governance review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

7.3 Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

8.0 Reintegration strategy meetings following suspension or off-site direction

8.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them how to meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning,

So that further suspensions are not needed, school staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

8.2 The school may use various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

8.3 Whilst reintegration meetings are highly encouraged by BPET, pupils will not be prevented from being admitted to the School or being put in mainstream classes because a meeting has not taken place.

9.0 Cancelling a suspension or exclusion

A suspension or exclusion can be cancelled by the Headteacher as long as the suspension or exclusion has not been considered by the trustees. In relation to an exclusion, it cannot be

cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the Statutory Guidance on Suspensions and Exclusions.

10.0 Suspensions before a permanent exclusion

10.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents (please see Appendix A – C). A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light, or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

11.0 Directing off-site and managed moves

11.1 Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

11.2 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

11.3 For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a fixed period as a direction off-site to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this direction period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

12.0 Governor Disciplinary Committee

12.1 BPET Trustees have delegated responsibility for reviewing exclusions to the Local Governing Body (LGB). The LGB will establish a Governors Disciplinary Committee (GDC) for this purpose. The Clerk to the BPET Trustee will arrange a GDC panel to consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

12.1.1 the exclusion is permanent

12.1.2 it is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 (including 15.5 days) in a term

12.1.3 it would result in a student missing a public examination.

12.2 If requested to do so by parents/carers, a GDC panel will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than five school days, but less than 16, in a single term.

- 12.3 The GDC panel will consist of at least three local governors or a BPET Trustee. The Local Governor may be from any BPET school. The panel members must be impartial and not be conflicted in taking a place on the GDC panel through, for example, a personal connection with the excluded student or his or her family.
- 12.4 Where an exclusion would result in a student missing a public examination or national curriculum test, a GDC panel will consider the reinstatement of the pupil, as far as reasonably practicable, before the date of the examination or test. If it is not practicable for a sufficient number of panel members to consider the decision before the examination or test, a smaller sub-committee may make the decision. The GDC panel can either:
- 12.4.1 decline to reinstate the student, or
 - In reaching a decision, the GDC panel will consider whether the exclusion or suspension was lawful, reasonable, and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.
- 12.5 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- 12.6 The GDC will notify, in writing, the Headteacher, parent/carers, the LA (and where relevant the social worker and VSH) of its decision, along with reasons for its decision, without delay.
- 12.7 Where an exclusion is permanent, the GDC's decision will also include the following:
- 12.7.1 The fact that it is permanent.
 - 12.7.2 Notice of parent/carers' right to ask for the decision to be reviewed by an independent review panel, and:
 - o the date by which an application for an independent review must be made
 - o the name and address to whom an application for a review should be submitted
 - o that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEND is considered to be relevant to the exclusion
 - o that, regardless of whether the excluded student has recognised SEND, parent/carers have a right to require the school to appoint a SEND expert to attend the review
 - o details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment
 - o that parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review
 - o that parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.
 - 12.7.3 If parents/carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.
 - 12.7.4 Availability of free and impartial advice.
- 12.8 BPET has provided GDC panel members with template GDC response letters to ensure all of the required information is provided and explained clearly to parents/carers.
- 12.9 The GDC should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

13.0 School Admissions Register and Attendance Codes

13.1 Removal from School Roll

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

- 15 school days have passed since parents/carers were notified of the GDC's decision not to reinstate the pupil, and no application has been made for an Independent Review Panel (IRP); or
- Parents/carers have confirmed in writing that they will not be applying for an IRP.

Where an application for an IRP has been submitted, the school will wait until the independent review process has concluded before removing the pupil's name from the register.

13.2 Attendance Register Codes

Where alternative provision (AP) has been arranged for an excluded or suspended pupil and they attend that provision, Code B (education off-site) or Code D (dual registration) must be recorded on the attendance register.

14.0 Independent review panels (IRPs)

14.1 BPET arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld, should be made to info@bpet.co.uk within 15 school days of the governor's decision to uphold the permanent exclusion.

14.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions and suspensions.

14.3 Constitution of Independent Review Panels

When an IRP is requested, BPET will arrange an independent panel of 3 or 5 members representing the following categories:

- A Lay Member to chair the panel who has not worked in any school in a paid capacity (disregarding experience as a governor or volunteer).
- School Governors who have served for at least 12 consecutive months in the past 5 years, provided they have not been teachers or Headteachers during that period.
- Headteachers or individuals who have served as a Headteacher within the past 5 years.

14.4 Disqualification Criteria for Panel Members

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

- Are a Trustee, Member, or Local Governor of the excluding school.
- Are or have been the Headteacher or an employee of the excluding school within the past 5 years.
- Have, or have had, any connection with the Trust, school, parents, pupil, or incident that might reasonably raise doubts about their impartiality.
- Have not completed required statutory IRP training within the past 2 years.

15.0 Reconsideration by the governance

Where an IRP either recommends reconsideration or quashes the initial decision of BPET governance, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents or may be a reconsideration with only the governance members and the clerk present.

16.0 Remote Meetings

Any trustee and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.

In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

17.0 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

18.0 Equality impact

BPET does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

19.0 Monitoring arrangements

The Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Headteacher and Central Team to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefitting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
 - the correct attendance code is being used;
 - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;

- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.

APPENDIX D - Suspension Decision Making Flowchart

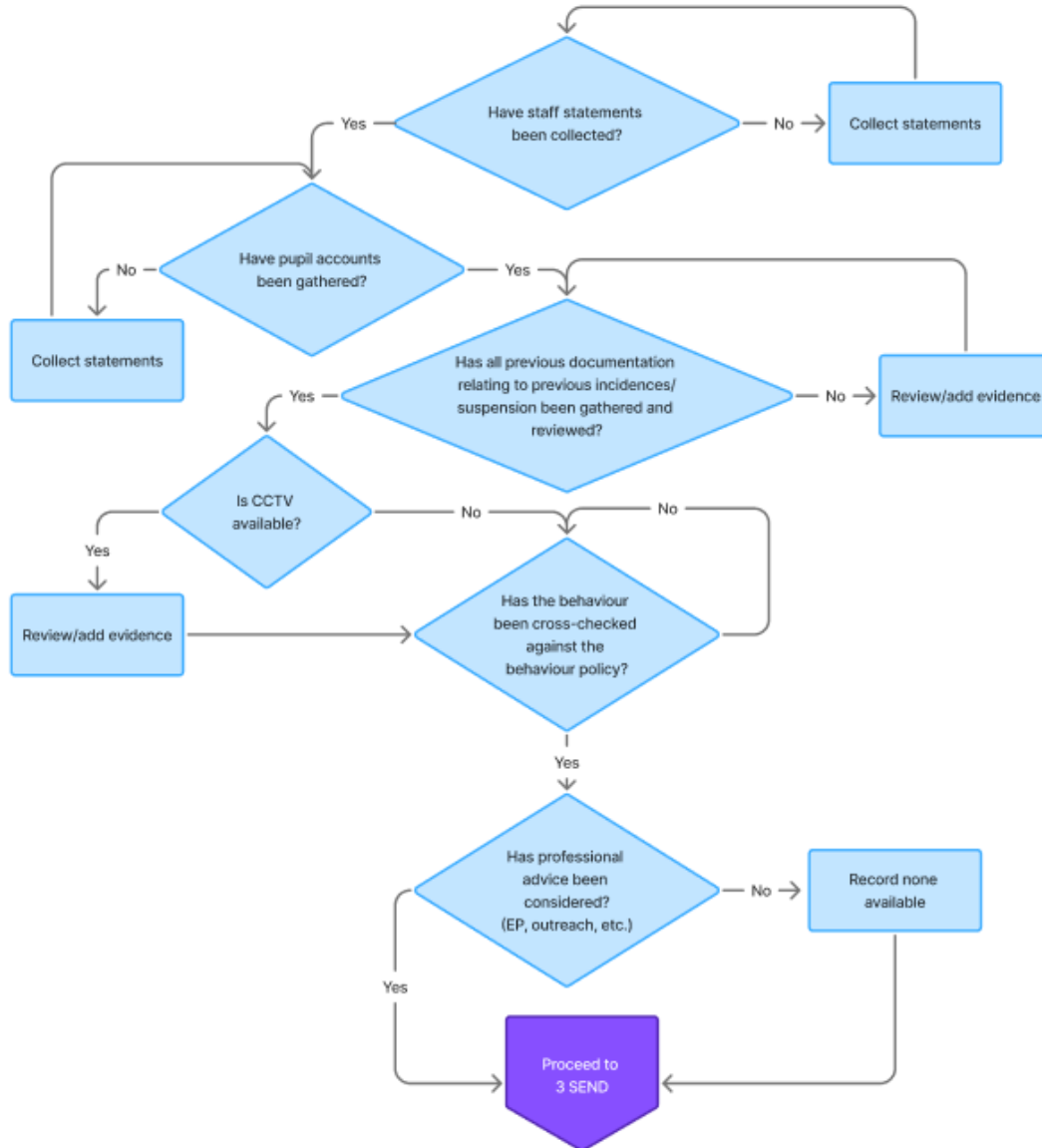
The flow chart is in five sections. Each needs to be considered in order before proceeding to the next.

1. Incident reported
2. Evidence gathering
3. SEND
4. Internal actions
5. Proportionality and Purpose

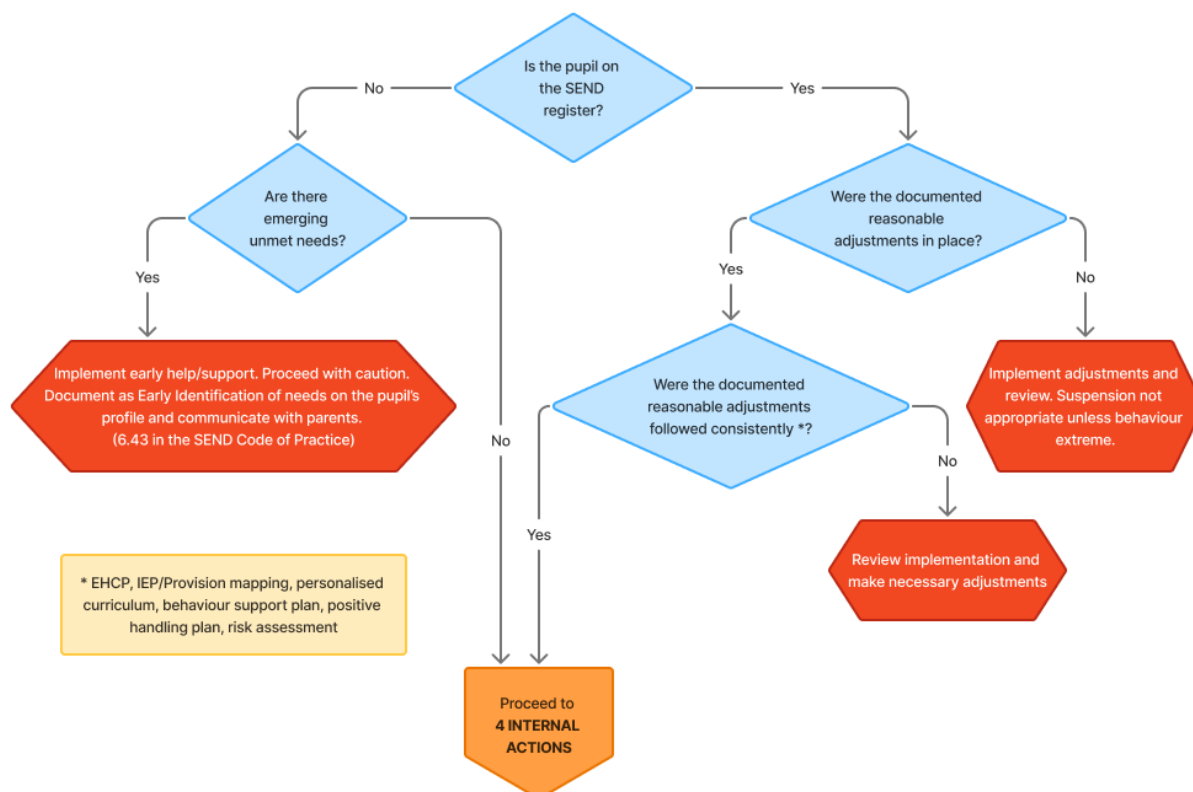
1. INCIDENT REPORTED



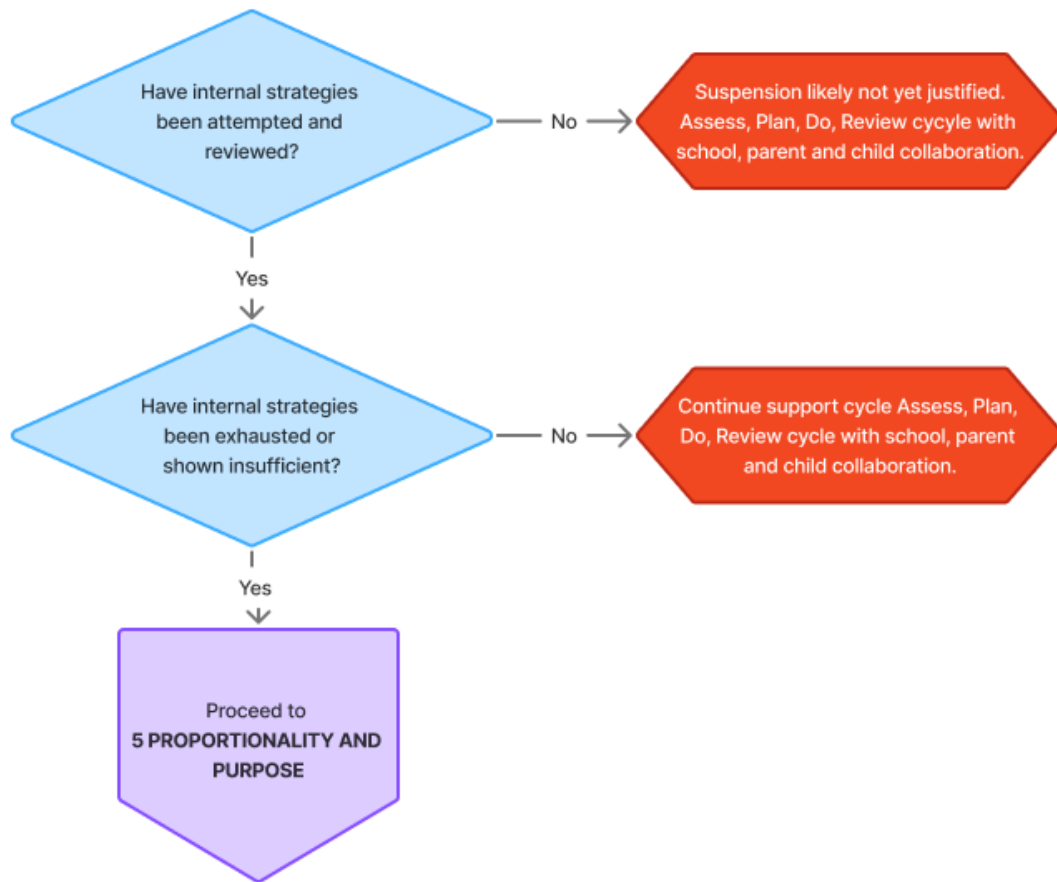
2. EVIDENCE GATHERING



3. SEND



4. INTERNAL ACTIONS



5. PROPORTIONALITY AND PURPOSE

