



Resicare Alliance

Suspension & Exclusion Policy

Document Control

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| Job Title of Lead Person: | Chris Brown (Head of Education) |

Suspension and Permanent Exclusion Policy.

1. Purpose and Scope

- Outline the aims of the policy (e.g., promoting a safe and respectful learning environment).
- Define which behaviours might lead to suspension or permanent exclusion, such as violence, drug use, bullying, or serious disruption.

2. Types of Disciplinary Actions

- Suspension: Temporary removal of the student from school, usually for a set period (e.g., 1-5 days). Can be either in-school suspension (ISS) or out-of-school suspension (OSS).
- Permanent Exclusion: The student is permanently removed from the school. This is typically considered a last resort after all other disciplinary options (such as counselling, interventions, or suspensions) have been exhausted.

3. Grounds for Suspension or Exclusion

- Violent behaviour or threats of violence.
- Drug or alcohol abuse on school grounds.
- Severe bullying or harassment.
- Vandalism or destruction of property.
- Repeated violation of school rules despite prior interventions.

4. Procedures for Suspension

- Investigation: A thorough investigation of the incident, ensuring the student has the opportunity to explain their side of the story.
- Notice: Parents or carers are notified immediately about the suspension, including reasons and duration.
- Appeals Process: The student and their carer should have the right to appeal the suspension within a set period (e.g., 5-10 school days).

5. Procedures for Permanent Exclusion

- **Formal Hearing:** A panel or governing body may review the case, including the circumstances, severity of the behavior, and prior actions taken by the school.
- **Alternative Education:** Before permanent exclusion, the school may offer alternative educational provisions (such as a different school or a program) if appropriate.
- **Final Decision:** After the hearing, a decision is made, and parents/guardians are informed in writing. The decision may be appealed to a higher authority (e.g., a local education authority).

6. Supporting the Student

- Schools may offer support (e.g., counselling, behaviour management plans) to help students improve their behaviour before reaching the point of permanent exclusion.
- For students who are suspended or excluded, the school may provide alternative education options or reintegration plans.

7. Recording and Monitoring

- Details of suspensions or exclusions are recorded and monitored to track patterns and ensure fairness in the process.
- This data may also be used for reviewing and revising the policy.

8. Communication and Transparency

- The policy should be clearly communicated to all students, parents, and staff, with copies available upon request.
- The school should ensure consistency and fairness in applying the policy.

9. Legal Considerations

- Ensure the policy is in compliance with local laws and regulations regarding student rights and discipline.
- Make sure that students with special educational needs or disabilities (SEND) are treated fairly, with appropriate considerations for their needs.

10. Monitoring and Review

- The policy should be reviewed regularly to ensure it remains effective and fair.
- Feedback from staff, students, and parents may be gathered to assess the policy's impact and make necessary adjustments.

Example Behaviour Incident Flow:

1. Initial Incident: A student engages in disruptive behaviour.
2. Investigation: The school investigates the incident, ensuring the student's side of the story is heard.
3. Temporary Suspension: Depending on the severity, the student may be temporarily suspended.
4. Further Violations or Serious Incident: If the behaviour is not resolved or a more severe violation occurs, permanent exclusion may be considered.
5. Appeal Process: Parents may appeal the suspension or exclusion if they believe it was unjust or if mitigating factors were not considered.

The purpose of such policies is to maintain order and safety within the school while ensuring that students are given fair opportunities to address their behavior.

Footnote:

Ladybird Manor is a small specialist setting supporting students with complex needs, which may include being non-verbal. We will consider all possible strategies and interventions before any decision to suspend or exclude, as students reside within the site and continuity of care is paramount. The format and method of communicating this process will be adapted to each student's level of understanding and preferred communication style, ensuring accessibility and clarity. We would work in closely with all external agencies to secure the best outcome of each child.

Appendix

Please be aware that the students attend Ladybird Manor as part of the Children's Home School Offer and so exclusion is a very last resort and permanent exclusion leading to ending placement which will have a huge impact on the young person.