

EXCLUSION POLICY

BRAMHALL HIGH SCHOOL

AUTHOR: I BROWN
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1. AIMS

Our school aims to ensure that:

- The suspensions and exclusions process is applied fairly and consistently
- The suspensions and exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. LEGISLATION AND STATUTORY GUIDANCE

At Bramhall High School, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.

The current version of the DfE exclusion guidance **'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion'** can be found on the school exclusion page of the Gov.uk website: https://www.gov.uk/government/publications/school-exclusion

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- 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.

3. SUSPENSIONS

A suspension, where a student is temporarily removed from the school, is an essential behaviour management tool and their use is set out in our behaviour policy.

A suspension is used to provide a clear signal of what is unacceptable behaviour as part of our behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

4. EXCLUSIONS

A permanent exclusion is when a student is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult • Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Whether a student is suspended for a fixed period or permanently excluded will depend on the severity of the incident or concerns. Repeat offenders and those who commit serious one-off offences are likely to be permanently excluded.

Permanent exclusions for one-off offences are very likely in the following cases: assault on a member of staff; serious assault on a fellow student; serious examination misconduct; serious misconduct on a school trip; supply of drugs, or being found in possession of a quantity of drugs; possession or use of an offensive weapon.

However, no list of this nature can be exhaustive and the Headteacher reserves the right to permanently exclude students for any one-off offence not specifically included in this list which is nevertheless considered to be sufficiently serious.

There may also be occasions where we remove students from normal lessons to be educated in the school inclusion unit following a breach of our behaviour policy. This is not a suspension.

5. NOTE

When the school suspends students for between 1 and 5 days, appropriate work will be set to be completed at home. Work will be marked and returned to the student on the student's return to school. During the first five days of exclusion, parents are responsible in law for ensuring students are not in a public place, with the appropriate level of supervision. Suspensions longer than 5 days will be managed using the following protocol:

- Day 1 - 5 will be undertaken at home with work set by the school and marked as is appropriate.
- Subsequent days will be undertaken at an alternative educational venue as arranged through a specific partnership agreement with another local school or educational provider.

Before reaching a decision to suspend or permanently exclude the school will:

- Consider all of the relevant facts and firm evidence to support the allegations made;
- Take into account the school's policy on equal opportunities;
- Allow the student to give their version of events;

- Check whether the incident appeared to be provoked by racial or sexual harassment;
- If necessary consult others, being careful not to involve anyone who may be involved in the statutory review of the incident;
- Consider the level of support the student has been given if they have identified learning or behavioural difficulties;
- In accordance with national guidelines, the final decision to suspend, permanently exclude or apply another sanction will be based on the balance of probabilities.

In the absence of the Headteacher, the Deputy Heads will be called upon to discharge this role.

6. INVESTIGATING THE INCIDENT

Serious incidents that may lead to suspension or permanently exclusion need to be investigated by a member of the Senior Leadership Team. Other staff, including administrative support staff may be asked to support the process as deemed appropriate. Statements should be taken from the victim, alleged perpetrator(s) and any other key witnesses. Staff who witness the incident should also write a statement. Parents of the victim alleged perpetrator(s) should be informed as soon as possible that a serious incident is being investigated.

7. DECISION SUSPEND OR EXCLUDE

- A senior member of staff will collate the information and refer the issue to the Headteacher;
- The Headteacher will make a decision on whether to suspend or exclude the student;
- The Pastoral administrative assistant will prepare the appropriate paperwork;

- Parents will be informed by the most appropriate means at the time, which may be verbal, and this will be followed by a suspension or exclusion letter as soon as practical.

8. PROVIDING WORK

Appropriate staff will be informed of all suspensions and exclusions via an email from the Head of Year. Teachers of the suspended or excluded student will provide appropriate work. This work will be available via ClassCharts if paper copies are required then these will be collated by the Pastoral Administrative Assistant and sent home.

9. REINTEGRATION AFTER A SUSPENSION OR OFF-SITE DIRECTION

The school will support students to reintegrate successfully into school life following a suspension or period of off-site direction.

Our reintegration strategy offers the student a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school. During the reintegration meeting, we will communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the student's parents or carers.

The school will consider a range of measures to enable the student's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school.

- Daily contact with a designated pastoral professional in school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or 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.
- Informing the student, parents and staff of potential external support.

10. GOVERNORS' DISCIPLINARY PANEL

The Governing Body has a duty to consider parents' representations about a suspension of 5 days or more. The Governing Body delegate this function to a designated sub-committee. The requirements on a Governing Body to consider a suspension or exclusion depend upon a number of factors, details of which can be found in the DfE document Exclusion from Maintained schools, Academies and pupil referral units.

In addition, the Governing Body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.

If the Governors' panel upholds the decision of the Headteacher, parents have the right to independent review.