



# LONGHILL

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HIGH SCHOOL

## Suspension Policy

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## **Suspension Policy**

Longhill High School actively supports the inclusion of all students including those whose behaviour cause difficulty. However suspension from school, either for a fixed period of time or permanently, may result:

- In response to serious breaches of the school's discipline policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students in the school.
- Where strategies to support a student and bring about change in behaviour have been exhausted and the student shows no sign of behaviour modification.

### **Who suspends?**

The decision to suspend a student from school is made by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

It is the responsibility of the Head of Year, in liaison with their line manager Assistant Head to follow the correct suspension procedures and to ensure that appropriate investigations have been carried out. The Head of Year will arrange a re-integration meeting with parents. The checklist should be followed rigorously (see Suspension Checklist).

### **Suspension procedure**

- Most suspensions are of a fixed term nature and are of short duration.
- The Local Authority regulations allow the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.
- Following suspension parents/carers are contacted immediately where possible. A letter will be sent via email and post giving details of the suspension and the date the suspension ends.
- Parents/carers have a right to make representations to the Governing Body or contact, Behaviour & Attendance Team Officer, Education & Inclusion, Children's Services, Brighton & Hove Council, Kings House, Grand Avenue, Hove, BN3 2SU tel: 01273 296807 who can provide advice.
- A 'return to School' meeting will be held following the expiry of the fixed term suspension and this will involve the student, parent/carer, Head of Year, a member of the Senior Leadership Team, and other staff where appropriate.
- It is school practice to monitor behaviour and work of the student very closely for the period following suspension. This may mean the use of a report or close support by staff.
- If the fixed term suspension is greater than five days or an accumulation of suspensions exceed five days, a Pastoral Support Plan may be drawn up. This needs to be agreed with the School, student, parents/carers and any agencies involved.

- During the course of a fixed term suspension where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

### **Fixed term suspensions**

Consistency on fixed term suspensions must be followed. In all cases, before a decision is made, the suspension history should be checked first. In all cases consultation should take place with the appropriate SLT leads and SENCo, where necessary. Students should also be checked for special circumstances e.g. on Child Protection Register, Child in Care (CiC), SEN Record.

### **Work during a fixed term suspension**

If the suspension is more than 1 day, work will be set. All students should complete the work and return it to school on their return.

Day 6 Provision – if a student is suspended for more than 5 days then they will receive supervision from Day 6 onwards for the completion of their work until the suspension is over. This may take place off-site, or at the schools Focus Centre.

### **Permanent Suspensions**

In all but exceptional circumstances a range of alternative strategies to resolve the problem will have been tried before a student is permanently suspended. These include use of sanctions; pastoral support plans; involvement with outside agencies; referral to the school's behaviour projects or individual support

Where the interventions have been unsuccessful, this is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

Occasionally there may be exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently suspend a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal substance.
- Carrying an offensive weapon
- Arson

The School will consider police involvement for any of the above offences

### **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent suspension is the most appropriate sanction, the Headteacher will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and the effect that the student remaining in the School would have on the education and welfare of the student(s) involved, other students and staff.

In line with statutory duty, these same tests of appropriateness will form the basis of the deliberations at a Governors suspension appeals hearing/meeting, when it meets to consider the Headteacher's decision to suspend.

### **Behaviour Outside School**

Student' behaviour outside school, or on school "business" for example educational visits and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour Policy.

Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If student' behaviour in the immediate vicinity of the school or on a journey to and from school or the student can be identified as attending Longhill, is inappropriate and meets the school criteria for suspension then the Headteacher may decide to suspend.

# Suspension Checklist

<b>Student Name:</b>		<b>Mentor Group:</b>	
<b>MoS Name:</b>		<b>Date:</b>	
<b>Which SIMS category would this suspension fall under? <i>*Please try and use a SIMS category rather than 'other' (tick)</i></b>			
Physical assault against a pupil	<input type="checkbox"/>	Sexual misconduct	<input type="checkbox"/>
Physical assault against an adult	<input type="checkbox"/>	Drug and alcohol related	<input type="checkbox"/>
Verbal abuse/threatening behaviour towards a pupil	<input type="checkbox"/>	Damage	<input type="checkbox"/>
Verbal abuse/threatening behaviour towards an adult	<input type="checkbox"/>	Theft	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Persistent disruptive behaviour	<input type="checkbox"/>
Racist abuse	<input type="checkbox"/>		<input type="checkbox"/>

<b>Nature of incident / behaviour</b>
<hr/> <hr/> <hr/> <hr/>

<b>Stage 1 – Investigation</b>	<i>(tick when complete)</i>
<ol style="list-style-type: none"> <li>1. PST/HoY to gather evidence including statements, CCTV footage etc and attach to this form</li> <li>2. HoY/SLT LM to consider any special circumstances? <i>(SEN/EHCP/CiN/CiC/CP)</i> Y/N</li> <li>3. Is the student PP? Y/N</li> <li>4. Has the pupil been seen by any support services? (e.g. EP Service, BHISS-SEMH, CAMHS, etc) Please list, including the name of the service and the practitioner.   <hr/> <hr/> <hr/> </li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>Stage 2 – Decision</b>	<i>(tick when complete)</i>
<ol style="list-style-type: none"> <li>5. HoY bring all evidence and special considerations to the Deputy Headteacher to review</li> <li>6. Deputy Headteacher to make recommendation to the Headteacher</li> <li>7. Suspension agreed for _____ days, commencing on the _____ and ending on _____</li> <li>8. ASD (alternative to suspension)</li> <li>9. ASD agreed for _____ days, commencing on the _____ and ending on _____</li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Stage 3 – Contact Home / Logging**  
*(tick when complete)*

- |   |                          |
|---|--------------------------|
| 10. PST/HoY to phone call home to gain parental consent / notify parent <i>(to be logged on PARS)</i><br>Spoken to parent      No answer left a message | <input type="checkbox"/> |
| 11. ESSENTIAL Restorative meeting arranged for TBC  | <input type="checkbox"/> |
| 12. PST/HoY to log suspension on Class Charts/ Notify Inclusion Manager / Arrange for work to be sent home  | <input type="checkbox"/> |
| 13. PST/HoY to hand this form and all evidence to PA to the Headteacher <i>(promptly on the day of suspension please)</i>                               | <input type="checkbox"/> |

**Stage 4 – Admin**  
*To be completed by PA to Headteacher* *(tick when complete)*

- |  |                          |
|--|--------------------------|
| 1. Enter details of suspension on SIMs - (Governors panel required? YES / NO )                               | <input type="checkbox"/> |
| 2. Write / send appropriate suspension letter <i>(copies to HoY, Student File, Headteacher's PA files)</i>   | <input type="checkbox"/> |
| 3. Headteacher's signature on this form and place the evidence and suspension letter into the student's file | <input type="checkbox"/> |

**Headteacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_