



Castle View Academy
The best in everyone™

Exclusion Policy

Responsibility: Vice Principal - Pastoral

Review Schedule: Annual

Reviewed: September 2025

Next Review: September 2026

This policy has been drawn up in compliance with the DFE Statutory Guidance: 'Suspension from maintained schools, Academies and Pupil Referral Units in England' (September 2017).

Permanent Exclusion

The decision to exclude a student permanently will only be taken if:

1. there has been a one-off, serious breach, or persistent breaches, of the Castle View Academy Behaviour Policy AND
2. allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy

Exclusion is a very serious course of action and taken as a last resort and only on disciplinary grounds. Only the Principal can make this decision. In their absence, the Vice Principal can assume this responsibility.

Fixed-Term Suspension

Fixed term suspensions will only be issued where the IEAP partnership arrangement has been unsuccessful or for a serious/continued breach of the Behaviour for Learning Policy (this is not an exhaustive list and suspension is at the decision of the Principal):

- Repeated defiance of reasonable instructions from any staff member
- Repeated or sustained disruption to the learning environment including mobile phone use
- Continued verbal abuse to staff and others
- Disruptive behaviour whilst in attendance at IEAP
- Verbal abuse to students
- Smoking – including electronic cigarettes, smoking to and from academy or having smoking material in academy
- Repeated refusal to attend the internal suspension room
- Failure to comply with instructions in the internal suspension room
- Disruptive classroom behaviour
- Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful.
- Behaviour at any time that brings the Academy into disrepute, this will include academy trips and journeys to/from the academy
- Indecent behaviour
- Theft
- Damage or attempt to damage Academy property or the property of others
- Misuse of other substances
- Use of mobile devices or other electronic equipment to film or photograph offensive behaviour or to distribute inappropriate or offensive material
- Encouraging violent behaviour or compromising the safety of staff or students

The Statutory Guidance indicates that the following examples might constitute a serious, one-off disciplinary offence for which permanent suspension could be immediately appropriate:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug on academy grounds



- Use of or under the influence of an illegal drug
- Arson or attempted arson

Castle View Academy will seek Police involvement where the law has been broken. Parents/carers will be informed and involved, where appropriate, without delay. In certain circumstances this may, if agreed, be through electronic communication methods.

Behaviour Outside the Academy

Students' behaviour outside the Academy grounds on academy "business", for example trips and journeys away, academy sports fixtures, or a work experience placement is subject to the Behaviour for Learning and Suspension Policies. Bad behaviour in these circumstances will be dealt with as if it had taken place on site. For behaviour outside the academy but not on business, these policies will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the academy or on a journey to and from academy meets the criteria for suspension and the student is identifiable as a student of Castle View Academy, the academy may decide to exclude.

Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence, the Principal will have regard for the published policies of the Academy and the DfE. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion will be more appropriate than permanent exclusion.

The DfE/ACPO Guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug%20advice%20for%20schools.pdf

Exclusion Procedure

The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 academy days in any one academy year. The Governors review promptly all permanent exclusions from Castle View Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in an academy term or missing a public examination.

The Governors review fixed term exclusions which would lead to a student being excluded for over 5 days, but not over 15 days in an academy term, where a parent has expressed a wish to make representations.

As the Academy is firmly committed to ensuring behaviour enables all learners to learn in a disruption free environment, the Academy will make reasonable adjustments for students with identified learning needs, however the Behaviour for Learning and Exclusion Policies apply to all students.

The Academy recognises that for policies to be effective they require a transparent approach. As such, the following tariff is adopted when considering exclusion:

- Low level disruption/minor infringement of academy rules =1- or 2-day FTE

- Major disruption/vandalism/violence/major infringements of academy rules = 2, 3, 4 or more days FTE
- Repeat of same suspendable offences will be at an increased tariff end time

The Principal reserves the right to direct days as appropriate dependent on the incident.

Following suspension, parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends. Parents/carers have a right to make representations to the Local Governing Body and the Local Authority as directed in the letter.

A reintegration meeting must be held with parents/carers and the student during or following the expiry of the fixed term suspension and this will involve the Head of Year or a member of the Senior Leadership Team and other staff where appropriate.

Following a fixed-term suspension, the student will receive a tailored package of support, identified through the reintegration meeting.

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 Academy premises and that daytime supervision is their responsibility as parents/carers. The Academy will set work, but it is up to the parent to ensure it is collected and returned when completed for marking.

On return from a fixed term suspension students may have a single day in the R and R Room.

Alternatives to Suspension

Students and incidents are dealt with on an individual personalised basis and it may be appropriate for students to be offered alternatives to suspension under exceptional circumstances.

Examples of situations when an alternative to suspension may be sought include:

- Students with significant additional needs detailed on the Special Education Needs Register
- Students for whom suspension would represent a safeguarding matter or significant prejudice to their wellbeing.

The following approaches may be taken as an alternative to suspension under exceptional circumstances:

- Time in an alternative education setting
- Extended period of internal isolation
- Extended community service based around the Academy
- Managed move to another main stream setting
- The use of a purchased place at an alternative provider

Support Following Suspension

In some cases, it may be appropriate for further support to be provided for students following suspension and any decisions about such options will be initiated by the Academy in full collaboration with the student and parents/carers. The Principal will have the final decision



about placing a student in offsite alternative provision and although desirable, parental/carer permission and support is not required if the Principal and other relevant staff feel this is the best and most appropriate educational provision at that point in time.

Options for additional support following suspension may include:

- Completion of an EHA – Early Help Assessment – to identify areas for future support for the student
- Alternative curriculum provision outside of mainstream lessons
- Alternative Provision from another provider for a period of time to improve behaviour
- Personalised reduced mainstream lesson timetable
- Referral for additional support to the on-site academy nurse, counsellor, Emotional Literacy Support Assistant (ELSA worker) team or Addaction team
- Referral to SEN-related agencies including Educational Psychologist (EP), Speech and Language Therapist (SALT), Child and Adolescent Mental Health Service (CAMHS), Community Paediatrician.

Factors that the Academy Considers Before Making a Decision to Suspend

Suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the academy or the student concerned. Before deciding whether to suspend a student either permanently or for a fixed period, the Principal will:

- Ensure appropriate investigations have been carried out and that, on the balance of probabilities, the student has committed the alleged offence(s)
- Consider all the evidence available to support the allegations, taking into the account the Behaviour for Learning, Equal Opportunities and Race Equality Policies
- Allow the student to give his/her version of events
- Check whether the incident may have been provoked, for example as a result of bullying or by racial or sexual harassment

If the Principal is satisfied that on the balance of probabilities the student did what he/she is alleged to have done, suspension will be applied.

Exercise of Discretion

In reaching a decision, the Principal will always look at each case on its own merits. In considering whether permanent suspension is the most appropriate sanction, the Principal will consider the gravity of the incident or series of incidents, whether it constitutes a serious breach of the Behaviour for Learning Policy and the effect that the student remaining in academy would have on the safety, welfare and education of other students and staff.

Role of the Local Governing Body

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee when it meets to consider the Principal's decision to exclude. This committee will require the Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the academy to support the student with difficulties prior to suspension. The Governors will review the Principal's decision within 15 academy days of the date of the Principal's decision to exclude.

Statutory Guidance on Suspensions can be found at: [Gov.uk](https://www.gov.uk)