Catch22 Independent Schools Policy

Suspensions

Catch22 Include Wales ·

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher, Andrew Preedy
Queries to:	Headteacher, Andrew Preedy
Date created:	September 2019
Date of last review:	September 2026
Date of next review:	September 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education Staff

Catch22 Independent Schools

Education Intent Statement

Catch22's Vision:
To deliver better social outcomes through transforming public service through the 3Ps:

Place
Supporting people to find, retain, transition safely into homes and communities

Purpose
Working with people to achieve their purpose in education, employment or training

People
Building networks of people around individuals

Our Education Mission:
To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our learners are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments	
• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.	ü 3.1.1; 3.1.3
• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	ü 3.1.10
Relationships beat structures	
• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	ü 3.1.3; 3.1.8

Classification : Official

Things about you, built with you, are for you • Understand learners' unique needs and help them overcome their barriers to learning • Engage learners with a broad and rich curriculum so they can realise their ambitions • Make our learners' voices heard and harness participation to benefit learners and help our schools to improve.	ü3.1.1; 3.1.4; 3.1.8 ü3.1.10
Unleash Greatness • Have high aspirations for our learners so they leave us prepared for life in modern Britain and the wider world. • Instil belief in learners so they can progress and succeed in education, training and employment	ü3.1.8; 3.1.12 3.3 ü3.2.3; 3.4.1 ü 3.1.12
Let robots be robots and humans be human • Ensure learners have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our learners to be safe and feel safe online and offline.	ü 3.1.3;3.1.12 X 3.1.12
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping learners thrive as individuals both as members of their school and the wider community.	ü3.1.1; 3.1.6; 3.1.8; 3.1.11; 3.2.1; 3.4.1

1. What is the policy about?

The Suspension Policy has been designed in conjunction with the Behaviour, Attendance, Safeguarding and Personal Development policies to ensure that Suspensions of learners, are used as little as possible and are always used to ensure the safety of all learners and staff at Catch22. This policy details:

Catch22 Educations' approach to Suspensions within the statutory framework as defined in Education Act 2002; Education Act 1996; Additional Learning Needs and Education Tribunal (Wales) Act
2018; United Nations Convention on the Rights of the Child (UNCRC) as incorporated through Welsh
Policy; Independent School Standards (Wales) Regulations 2024

Catch22 Education's Suspension statement and where school applies its own additional guidance and policies, which complement and reinforce the statutory guidance.

2. Who does this policy apply to?

This policy applies to all staff including the proprietor body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of Catch22 Education (collectively referred to as 'staff' in this policy) as well as learners and parents/carers.

3. Policy requirements

We believe that all members of our learning community have equal value and are entitled to the same opportunities as their peers. Suspensions from school are damaging to learners' education, sense of belonging within the community, and self-esteem.

Catch22 Education is an inclusive learning community in both policy and practice. Staff will do everything they can to avoid any Suspensions.

Suspensions are used sparingly and only with the consideration of safety, safeguarding and/or as part of an overall behaviour strategy. Behaviour strategies involving suspensions must aim to both accommodate a culture of inclusion around the learner; and to develop ownership and responsibility within the learner for one's own behaviour.

School seeks to find productive alternatives to the supension of learners as well as seeking to reduce the number of incidents leading to suspensions by maintaining a safe learning environment within the school.

3.1 Operational Principles

3.1.1 Only the Headteacher can exclude a learner and this must only be on disciplinary grounds.

3.1.2 A Suspension from school can only be authorised by the Headteacher or in their absence by the Executive Headteacher or designated deputising teacher.

3.1.3 Disruptive behaviour can be an indication of unmet needs. Where school has concerns about a learner's behaviour, it will identify any causal factors and intervene early in order to reduce the use of suspension. In this situation, the school will consider whether a multi-agency assessment that goes beyond the learner's educational needs is required.

3.1.4 A learner may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). High level of suspensions will elicit a review of the provision offered and the behaviour support plan; for learners with an IDP this will include an interim review of their plan.

3.1.5 A suspension can also be for parts of the school day. The legal requirements relating to suspension, such as the Headteacher's duty to notify parents, apply in all cases.

3.1.6 'Suspension' is a sanction used by school only in cases deemed as serious; a learner may be at risk of suspension from the school for:

- Verbal or physical assault of another learner or adult;
- Selling/possession with intention to deal/the use of drugs or other controlled substances;
- Behaviour that puts the learner or others at risk of harm;
- Harmful behaviour which is deemed outside the remit of the normal range of sanctions.

3.1.7 The behaviour of a learner outside school can be considered grounds for an suspension.

3.1.8 The decision to suspend a learner will be rational, reasonable, fair and proportionate.

- It will not discriminate against, harass or victimise learners because of sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment.
- It will adhere to the ALN Code and consider the balance between Health & Safety needs with the cognitive ability of the learners. It will endeavour NOT to suspend learners with limited cognitive abilities, complex communication needs and social interaction difficulties.
- It will include a thorough fact-finding process to obtain views from all involved in any incidents and establish responsibilities to inform a final decision. School will apply the civil standard of proof rather than the criminal standard of 'beyond reasonable doubt'; i.e. 'on the balance of probabilities', it is more likely than not that a fact is true.

Before any suspension decision is made, the Headteacher will consider whether the behaviour may be linked to an identified or unidentified additional learning need, disability, communication difficulty, mental health need, trauma experience, or safeguarding concern.

3.1.9 The decision to suspend will consider school's legal duty of care when sending a learner home following the suspension.

3.1.10 All children have a right to education. School will set and mark work for learners during the first five school days of an suspension and alternative provision must be arranged from the sixth day.

3.1.11 School regularly monitors the number of suspensions to ensure that no group of learners is unfairly disadvantaged through their use and that the underlying needs of individuals are being fully met.

3.1.12 Learners Returning from a suspension are required to attend an integration or

reintegration meeting accompanied by a parent/carer. This meeting will seek to establish practical ways in which relationships and harm may be repaired, further suspension can be avoided, and the learner can modify their behaviour to acceptable standards in a partnership agreement between learner, parent/carer and School. In cases where this is not possible (e.g. parents' availability) an alternative should be arranged to avoid further absence from education.

Children's Rights

The school recognises its commitment to the United Nations Convention on the Rights of the Child. Learners will be given opportunities to express their views and have those views considered before suspension decisions are made where it is safe and appropriate to do so.

3.2 Notification of Suspension

3.2.1 The school inform parents/carers of the type of suspension and the reason(s) for it without delay. This will be done on the day of the suspension being authorised by either direct telephone contact or a face-to-face meeting.

3.2.2 A written confirmation of the reason(s) for and length of the suspension will be sent to parents/carers the same day.

3.2.3 A learner who has been excluded will have the reason for their suspension explained to them by a member of staff so that they understand why the sanction has been implemented and, where reasonable, will have the opportunity to express their views on the matter.

3.2.4 The school will, without delay, notify the local authority of:

- Any permanent suspension (including where a fixed-term suspension is followed by a decision to permanently exclude the learner);
- Any suspension which would result in the learner being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- Any suspension which would result in the learner missing a public examination or national curriculum test.

3.2.5 For a permanent changes in provision, if the learner lives outside the local authority area

in which the school is located. The school will also notify the learner's 'home authority' of the suspension and the reason(s) for it without delay.

3.2.6 The Catch22 Education Trust Board will be informed of the number of suspensions on a half termly basis.

3.3 Appeals

3.3.1 All correspondence regarding a permanent suspension from the school will inform parents/carers of their right to appeal to the Catch22 Education Trust Board against the decision to exclude. This will also include how they should go about doing this and how the learner can be involved. The person who should be contacted to initiate an appeal is the Headteacher. The school will ensure continuity of education during any period of suspension through appropriate remote learning, online learning, directed work, tutoring support or alternative provision as appropriate to the learner's needs.

3.4 Monitoring & Review

3.4.1 The school will ensure the suspension is recorded on the register, that there is a clear log of the events, and the reasons for decision are logged. This should include the excluded learner's view of the reasons for suspension and their experience of any incidents related to the decision to exclude. In addition, it should include the experiences and views of any others involved in the decision to exclude or related events.

3.4.2 The impact of the Suspensions Policy will be reviewed by Catch22 education.

3.4.3 The Headteacher will provide Catch22 Education with regular monitoring reports to inform ongoing evaluation of the effectiveness of the Suspensions Policy and the procedures within.

3.4.4 The Suspensions Policy and its procedures will be reviewed and amended beyond statutory expectations and in consultation with representatives of all key stakeholders should evaluation deem it necessary.

4. Definitions

IDP – Individual Development Plan

ALN – Additional Learning Needs

5. Related policies

The Suspensions Policy should be read in tandem with the school's Behaviour policy as well as other relevant school policies, particularly the Attendance Policy, Special Educational Needs Policy and the Equal Opportunities policy.

6. Appendices

N/A

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Suspensions Policy
EIA completed by:	Head of Personal Development, Behaviour and Attitudes
Date of assessment:	September 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and learners regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and learners regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or learners because of their sexual orientation.

3. More information/notes