Behaviour, Suspensions and Exclusions Policy

Version Control	
September 2026	Policy name updated Addition of Uniform section Addition of Child on Child abuse section Addition of Reasonable Force section Addition of Mobile Phones/Electronic Devices/Smart Watches Addition Off-site Direction & Managed Moves Addition of Behaviour outside the academy and online Updated details on reporting use of physical restraint in the Extreme Behaviours section Updated Aspirations Guiding Principles and Power Skills section Updated Golden Certificates section Updated Roles and Responsibilities Updated Considering the reinstatement of a student Updated Bullying section

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Behavior, Suspensions and Exclusions Policy

This behaviour for learning policy is supported by the detailed AAT Behaviour Management Strategies Handbook. Together the two establish the highly effective, tried-and-tested behaviour management system in place at Ocean Academy.

Aim

The aim of the policy is to help every child in the academy, in a consistent and fair way, to be the best they can be: to help them strive for, and fulfil, their academic, personal and social potential. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support children to understand and change their behaviours. The process should not undermine the child or be detrimental to them.

Behaviour for Learning

Each classroom has a **BEHAVIOUR BOARD** (as in several of our feeder infant schools) which is central to the strategy. All pupils' names are put on the board, in the green zone, at the beginning of the day. Green represents the expected level of responsibility for positive learning behaviours, therefore most children will be in this zone all day.

BEHAVIOUR BOARD



non negotiables

Good learning behaviours include:

- Listening well
- Following instructions in a timely manner
- Showing good engagement with the learning activities
- Completing tasks
- Taking responsibility for learning and behaviour (self-management)
- Responsible
- Making good choices
- Being safe
- Respect

Non–negotiable behaviours include:

- Refusing to follow instructions

- Throwing objects
- Swearing
- Intentionally hurting others
- Derogatory comments about any of the 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

Children may be asked to move their name UP or DOWN the coloured zones on the behaviour board during the day.

When adults observe very good learning behaviours, or significantly improved behaviours, a pupil may be asked to MOVE UP TO SILVER. If a pupil demonstrates consistently positive learning behaviours all day and excellent responsibility for their learning, a pupil may be asked to MOVE UP TO GOLD.

An ongoing record will be kept of the pupils ON GOLD at the end of each day so that this can be shared with parents/carers.

Individual teachers may choose to reward children with stickers etc. as appropriate (remembering that all children do not enjoy public praise or may not like stickers).

Aspirations Guiding Principles and Power Skills Each half term, there will be a whole academy focus on one of the Power Skills to identify how they permeate our curriculum, behaviour, learning and social interaction.

Term	Guiding Principle	Power Skills
	SELF-WORTH	
Autumn 1		Revision of all
Autumn 2		Creativity
	ENGAGEMENT	
Spring 1		Communication
Spring 2		Collaboration
	PURPOSE	
Summer 1		Critical Thinking & Problem Solving
Summer 2		Character

Golden certificates

Two pupils from each class will be nominated by their teacher each week for showing behaviours that emulate the focus Power Skill or other standout achievements. This will be recognised in our CELEBRATION ASSEMBLY.

Celebration Assembly

This takes place on a Friday afternoon. The whole school will meet to share examples of excellent learning and behaviours. We celebrate:

- Behaviours that emulate our power skills of the term. These children are then invited to the Principal's Tea Party the following week
- House point winners
- 3 Good Things – 2 children from the year group will share what 3 things have been the very best for their year this week

- Out of school achievements – sports awards, dance exam outcomes etc.
- Musical achievements whereby the children are given the opportunity to perform
- The class of the week – for recognition of showing one of our guiding principles as a class

- Pupils can also share their extra curricular rewards

When learning behaviours are not appropriate:

Choices and Consequences.

Pupils have a **CHOICE** about how they behave. Consequently, all children must take responsibility for their own behaviour. If a pupil displays inappropriate behaviours, they are making the **WRONG CHOICE**. We identify the behaviour rather than the child, so an adult may say: "You are making a wrong choice by demonstrating that behaviour" and will offer a better choice and ask the child to think about what the **RIGHT CHOICE** would be. The child will be reminded that we can make mistakes, but changes need to be immediate and actions and behaviours have **CONSEQUENCES.** Children will be reminded to focus on positive outcomes and how to restore and repair.

The following process may occur where a child is displaying inappropriate behaviour/making the wrong choices:

Step 1: The adult gives a visual warning to the pupil displaying inappropriate behaviour (The "LOOK"; a name written on the board; a nod in the direction of the behaviour board, a whisper in the ear). ***The learning flow should not be interrupted.*** Modelling and reminders of expectations. **Behaviours are taught** by staff so that expectations are clear.

Step 2: The adult gives a verbal warning to the child, preferably in private, that if they continue to make the wrong choices (i.e. continues to display the inappropriate behaviour) there will be a consequence. This consequence is made known to the child.

Step 3: The pupil (or an adult depending on the needs of the child) MOVES their name DOWN to orange on the behaviour board and reminded that they should now work to 'turn this around' so that their name can be moved back up to green, silver, gold.

If the pupil now changes their behaviour and begins to make the right choice, the adult quickly signals that the child can move their name back UP the behaviour board to green and appropriately praises the child. The aim of the strategy is to "CATCH THEM BEING GOOD" as soon as possible so that movement on the behaviour board is positive and reward is quick. Any child who is on orange at the end of the lesson will be expected to complete a detention (of 5 minutes) at the next playtime.

Step 4: Should inappropriate behaviours continue then a second downward move to red is requested by the adult. Depending on the child and situation at the time, it may be appropriate for the child to move their own name down or for the teacher to move the name down discreetly, remembering that the aim of the process is to de-escalate any situation, build trust and coach the child through making good choices. At this point, it would be appropriate to have a private conversation with the child and explain clearly the inappropriacy of their choices, the consequences if a change is not made, and the changes you expect to see when you return.

Any pupil 'on red' at the end of the lesson will be expected to complete an in school detention (of 10 minutes). This is THINKING TIME and at the end the adult will discuss expectations and choices for the next session. Once any child has reached this stage, the class teacher will speak to the parents/carers either by phone, or in person at the end of the day to make them aware of the incident. ***The behaviour is logged on Arbor.***

The pupil then moves their name to green for the start of the next session – a fresh start/clean sheet throughout the day.

Step 5: If a pupil continues to display negative learning behaviours or rudeness, the adult will request that the child spend time in the Year leader's classroom. Should this happen, the whole of the next playtime will be spent with the Year Leader as a consequence and reflections and improvements / expectations discussed. The class teacher will speak to the parents/carers either by phone, or in person at the end of the day. ***The behaviour is logged on Arbor.***

Step 6: If there is no improvement after step 5 and the behaviour is becoming regular, a behaviour contract is drawn up between the pupil, the family and the academy staff. Children can have a class based behaviour record which is signed at the end of every lesson or a break time record. There must be 100% positive behaviours and signatures by adults for this sanction to be removed. The child will be aware of the number of days this will be in place. If improvements are not seen, the next step of the policy will

be put in place. This must be seen as a strategy to work with and coach the child to improve their choices. ***The behaviour lead and/or SLT should be aware of and involved in this process.***

Step 7: If there are no improvements to behaviour, internal or external suspensions may be enforced. If any non-negotiable behaviours are undertaken, the behaviour lead and/or academy Senior Leadership Team will insist that the child leave the classroom to ensure learning for others is not impacted on. (See Extreme Behaviours below for additional steps).

Our ELSA and Pastoral team also supports helping pupils manage their behaviours at all levels. Outside agency support is also requested as necessary (Outreach Support, Educational Psychology, Social Care, Family Outreach, Starfish Mentoring etc).

Throughout all of these steps, The Behaviour and Engagement lead and SLT will be involved in making relationships with the child to ensure swift changes in attitude / engagement / choices. Positive role models will be in place.

Behaviour outside the academy and online

The academy may sanction misbehaviour off-site where reasonable — for example, travelling to and from school, in uniform, on school activities, or where conduct affects another pupil or the academy's orderly running or reputation. The same standards apply online as offline; inappropriate online behaviour is dealt with in the same way, and any online safeguarding concern is referred to the designated safeguarding lead.

Extreme Behaviours

Some children find following the school behaviour policy difficult and in this case, a Behaviour Management Plan is written in line with parents to ensure the correct support is in place**.** Children with SEND or additional needs will have their specific needs recognised and will by the nature of these needs have plans and responses to behaviours that adapt and change to situations as they arise. This will be monitored regularly.

Reasonable force

All staff have permission to use reasonable force, in line with guidance from the Department of Education, to prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

In extreme situations, 'Team Teach', 'Positive Handling' or similar trained techniques and strategies may be used to restrain a child if it is felt that they are a danger to themselves or others. Team Teach/Positive Handling or similar strategies will only be carried out by trained staff and in line with a child's Behaviour Management Plan or in extreme cases where safeguarding would be put at risk. This will only be used as a last resort and de-escalation strategies will be used in the first instance. Any use of physical restraint should be reported to the behaviour lead and should be logged on the following sheet. This sheet should be uploaded to Arbor. Written notice will be sent to parents/carers via Arbor.

Pupils can voluntarily or with support use the 'Calm Space' to support de-escalation and calming. Any behaviour giving cause for concern will be recorded. This information may be shared with outside agencies, as appropriate and in line with parental consultation.

Guidance states that all staff should be aware of systems within their school which support safeguarding. The behaviour policy has now been included in a mandatory list of documents and procedures that are explained at induction. For further details please see:

Keeping Children Safe in Education (KCSIE).

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Safeguarding Policy – updated annually

Relationships and Sex Education Policy - updated annually

Positive Handling Policy - updated annually

Temporary or fixed term suspension

If a pupil displays dangerous or non-negotiable behaviour, it may be deemed necessary by the Principal to exclude the child from the academy with immediate effect, bypassing the seven steps above. There are statutory policies and guidance on suspensions and the academy will adhere to them. See guidance on Suspension and Permanent Exclusion below. ***Suspension is used as a last resort.***

Child on Child abuse

Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "part of growing up" as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff.

Child on Child abuse might include:

- bullying (including cyber bullying)
- physical abuse, such as hitting
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images or videos
- upskirting

Different sanctions will be appropriate for different 'levels' of child on child abuse.

Appropriate sanctions might include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Varying levels of playground suspension
- A suspension (length dependent on incident)
- A period of exclusion (length dependent on incident)
- Permanent exclusion

Sexual Harassment (SH):

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual harassment. This can include name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we will:

- Ask the perpetrator to apologise to anyone the comment was directed at;
- Support and educate the perpetrator to improve their future behaviour;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

Sexual Violence (SV):

We want everyone to feel included, respected and safe in our school. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and upskirting).

All staff and pupils will call out and report this behaviour.

If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

- Record any reports made by the victim, perpetrator and any witnesses;
- Collect and collate any relevant evidence (particularly if online);
- Resolve the incident between perpetrator and victim;
- Support the victim to ensure that they feel safe and secure in school;
- Support and educate the perpetrator to ensure future incidents do not occur;
- Make relevant staff aware and monitor future behaviour for any recurrence;
- Inform parents/carers of all pupils involved of the incident and actions in place;
- If necessary or appropriate, escalate the sanction to inform the police and safer schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

Searching, screening and confiscation

In line with: **The Education Act 1996 and Article 8 of the European Convention on Human rights**

School staff can search a pupil for any item if the pupil agrees in accordance with safeguarding protocols.

The Principal and staff are authorised to have a statutory power to search pupil's possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have prohibited items. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarettes
- Fireworks
- Any item that has the member of staff reasonably suspects has been or will be used to commit an offence, cause injury to self or others, damage property
- Mobile phones that have not been handed into the school office at the start of the day

If a pupil does not agree to turn out pockets, open bags etc. then the behaviour policy will be followed.

Authorised staff are SLT and year leaders. The person asking to carry out the search should be the same sex as the pupil and have a witness. This rule will only change if the person requesting the search believes immediate harm will result in delaying the search.

The person conducting the search will not require the removal of any clothing other than outer clothing i.e. coat, hat, scarf, shoes, boots, jumper (if this is not the clothing that covers direct skin).

Where there is good reason, a pupil's mobile phone can be examined and data seen / deleted if staff reasonably suspect the phone / data will be used to commit an offence or cause personal injury or damage property.

The academy is not required to inform parents before a search takes place or seek their consent. There is no legal requirement to keep a record of a search. Parents will be informed where alcohol, drugs or potentially harmful substances are found.

Confiscation

School staff can seize, confiscate, retain or dispose of any prohibited item found as a result of a search where reasonable to do so. They can also seize any item they consider harmful or detrimental to school discipline.

Mobile Phones/Electronic Devices/Smart Watches

The guidance from the Department of Education allows schools to ban the use of mobile phones during the academy day. Any electronic device that is brought into the academy is done so at the risk of the owner, the academy will not be liable for any damages or loss. We are a phone free school.

If phones/smart watches are used for the journey to and from school, these must be handed in to the class teacher on entry to class. Students must ensure that their mobile phones and smart watches are switched off as they come through the school gate on entry to the Academy site; these restrictions continue during extra-curricular activities.

Confiscation of phones/smart watches: phones and smart watches will be confiscated if out/seen/used in school. Confiscated items will be required to be collected by parents/carers and will not be handed back to pupils. This includes the first time.

Uniform

Ocean Academy believes a neat uniform fosters a sense of belonging and pride. However, we recognise that uniform issues can sometimes be due to circumstances beyond a pupil's immediate control. Therefore, staff will always adopt an investigate-and-remind-first approach.

Step 1: Investigate Context / Establish Reason: When a uniform issue is noticed (e.g., shirt untucked, no tie, incorrect footwear, non-regulation hoodies), staff will check the reason with the pupil. To ensure school routines remain efficient, this initial check may take place openly (such as at the classroom door, during line-ups, or during registration). If there is a valid reason/hardship: The pupil will be supported (e.g., offered a temporary loan item or a uniform exception for the day). No consequence or warning will be issued.

Whilst we believe most incidents will be resolved through support at Step 1, if there is no valid reason (it is an active choice): The pupil will be given a formal Verbal Warning and requested to correct the uniform immediately.

Step 2: Consequence for Persistent Non-Compliance: If a pupil flatly refuses to correct the issue after a warning, or persistently disregards uniform expectations across the school day/school week without a valid reason, this will be treated as an inappropriate learning choice. The issue will be aligned with Step 3 (Orange Zone) or Step 4 (Red Zone) of this policy, resulting in a designated loss of playtime (5 or 10 minutes), an entry logged on Arbor, and a parent/carer notification to resolve the issue.

Classroom Charters

In each classroom, at the beginning of each academic year, the children agree and sign a class Behaviour Charter and, throughout the year, the teacher will refer to this to emphasise expectations and agreed behaviours and choices.

Rewards

We support the children to recognise the importance of intrinsic and extrinsic motivation.

Praising effort and resilience is effective because it has a positive impact on a child's SELF-WORTH. Praise can be quiet and unobtrusive or can be loud and public. We aim to ensure we know what type of praise each child responds to best so we can adjust the praise to the individual concerned. Praise both supports and motivates.

Children can be asked if they want to share their workbooks/learning with adults and pupils in other classes, with the Principal or with other special visitors (e.g. governors). Work is also displayed around the academy to ensure we value the product. Achievements are also shared in the academy newsletter, on Facebook and the academy website.

Celebration assembly identifies rewards and successes each week (see above) and positive role models can also undertake the role of class Member of Parliament, Eco-Lead, Digital Lead, Peer Mediator, Library Monitor, Sports Lead, Maths Lead, Anti-Bullying Ambassador. Children can also work towards the Aspirations Aspire Award.

Certificates

At the end of each term certificates are awarded to children in each year group who show various attitudes, characteristics or attributes in line with the academy values and behaviour expectations.

Group Rewards

A class target of creating the phrase "WE ARE FANTASTIC" by collecting the letters for positive teamwork and whole class successes is also set and the collective reward agreed democratically by the whole class. It may be an extra five minutes on the outdoor play equipment, an extra PE session, library, cookery lesson or time with the computers or construction equipment, for example. Each class will have their own ideas. Each child is a member of one of the four Houses with Ocean Academy and house points are collected and the winning team identified in Celebration Assembly each week.

Principal's Postcards

The Principal may send a postcard to the child's address if rewarding a special effort, success or kindness. These postcards are rare and special – and a surprise in the post!

Aspirations Jewel

At the end of each academic year, children and staff can be awarded an Aspirations jewel in the areas of Self-worth, Purpose and Engagement.

Anti-Bullying

Part of our Behaviour for Learning expectations include all actions to discourage bullying in any form including online or cyber bullying. This is clearly outlined in our Anti-Bullying Strategy and online safety policy. This can be found on the academy website. Any reports of bullying are logged and investigated.
If bullying is found proven, these disciplinary steps can be taken:

- Official warnings to cease offending
- Loss of playtimes
- Internal isolation
- Exclusion Fixed term exclusion depending on the severity of the bullying
- In extreme circumstance, the police may be informed

SEND

There are times when some children with SEND or additional needs will need to have alternative or bespoke behaviour management support. This is outlined in the child's EHCP, behaviour plan or in the academy SEND and Inclusion policy which can be found on the academy website.

Off-Site Direction

Ocean Academy may direct a student to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the student has an Education, Health and Care Plan, at least two clear days before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the student's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the student has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Ocean Academy will always seek and consider the views of parents or carers before making a final decision.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the student's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, Ocean Academy, and the host school. If consent is withheld, the process terminates immediately and the student remains at the academy with an updated internal support plan.

Suspension and Permanent Exclusion

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions (the term used for fixed term exclusions) and permanent exclusions (PEX) may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Ocean Academy aims to ensure that:

- The suspension and PEX process is applied fairly and consistently
- The suspensions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Self-discipline, and proper regard for authority is promoted and expected
- Good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- The standard of behaviour of pupils is respectful and exceptional
- Pupils complete any tasks reasonably assigned to them in connection with their education
- Pupils do not become NEET (not in education, employment or training)

<u>Legislation and statutory guidance</u>

This policy is based on statutory guidance from the Department for Education: Suspension from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

Section 52 of the Education Act 2002, as amended by the Education Act 2011
The School Discipline (Pupil Suspensions and Reviews) (England) Regulations 2012
Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
Section 579 of the Education Act 1996, which defines 'school day'
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
DFE advice for Headteachers and school staff Behaviour in Schools

This policy complies with our funding agreement and articles of association.

The decision to permanently exclude or suspend pupils

Only the Principal, or Acting Principal, can suspend or permanently exclude a pupil from Ocean Academy. A permanent exclusion will be taken as a last resort.

Any decision of a Principal, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A decision to suspend or PEX a pupil will be taken only:

In response to serious or persistent breaches of the school's behaviour policy, **and** if allowing the pupil to remain in school would seriously harm the education or safety or welfare of others

Before deciding whether to PEX, or for a fixed period suspension, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension / PEX were provoked.
- Allow the pupil to give their version of events and allow appropriate adults to support them in doing this if needed.
- Consider if the pupil has special educational needs (SEND) and if the support in place has been exhausted.

Definitions

Fixed term suspension is where a pupil is temporarily removed from the school, and is an essential behaviour management tool.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

● The reason(s) for the suspension/permanent exclusion

● The length of a suspension

● To arrange a reintegration meeting for after a suspension

● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended student is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:

● The reason(s) for the suspension

● The length of a suspension or, for a permanent exclusion, the fact that it is permanent

● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call

● Information about parents' right to make representations about the suspension to the regional board

● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:

● The start date for any provision of full-time education that has been arranged

● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

● The address at which the provision will take place

● Any information required by the student to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:

● A permanent exclusion, including when a suspension is made permanent

● Suspensions which would result in the student being suspended for more than fifteen academy days in a term

● Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay. Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students beyond 15 days of suspension in the same term) or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time

education for the student. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for students in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

Reintegration

Staff will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. Our reintegration strategy offers the pupil a fresh start; helps them understand the impact 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.

Considering the reinstatement of a student

A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded student. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the student's total number of academy days of suspension to more than 15 in a term.
- It would result in the student missing a public examination.

Panel Decisions

The panel can:

- Decline to reinstate the student.
- Direct the reinstatement of the student, either immediately or on a particular date.

Decision-Making Process

In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of ''beyond reasonable doubt'') and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions

Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
  - The date by which an application for an independent review must be made.
  - The name and address to whom the application should be submitted.

○ Requirements that the application set out the grounds for the review, including reference to how the student's Special Educational Needs (SEND) are relevant, where appropriate.

○ Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the student has recognised SEND. Parents/carers must specify this request in their application.

○ Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims

If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

An independent review

If parents apply for an independent review, the Aspirations Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Regional Board of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the academy governors category and 2 members will come from the Principal category.

A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

Academy governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principal during this time

Principals or individuals who have been a Principal within the last 5 years

A person may not serve as a member of a review panel if they:

Are the Principal of the excluding school, or have held this position in the last 5 years
Are an employee of the Aspirations Trust, or the governing board, of the excluding school (unless they are employed as a Principal at another school)
Have, or at any time have had, any connection with the Aspirations Trust, academy, governing board, parents or pupil, or the incident leading to the suspension, which might reasonably be taken to raise doubts about their impartially
Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the Aspirations Trust Board decision
- Recommend that the Aspirations Trust Board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A pupil's name will be removed from the school admissions register if:

15 school days have passed since the parents were notified of the Aspirations Trust Board panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the Academy will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Monitoring arrangements

The business manager, behaviour lead, and the Principal monitors the number of suspensions every term and reports back to the Regional Board. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Regional Board every year.

Links with other policies/Advice

This policy is linked to our

- Safeguarding Policy (inc KCSIE)
- SEND policy and information report
- Acceptable Use Policy
- Home / School Agreement
- Behaviour in Schools - DFE advice to Headteachers and School Staff

Appendix 1: Independent review panel training

The Aspirations Trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Principals, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Monitoring

The behaviour lead and senior leadership team continually monitor the behaviour of children at Ocean Academy, looking for patterns, keeping regular contact with parents and encouraging children to make the right choices. Staff discuss behaviour as a 'standing item' in the weekly staff briefing and in regular staff meetings.

Aspirations leaders review the processes of the school termly through a monitoring visit by the CEO of the South Coast or by a formal Review Day. Behaviour monitoring is a 'standing item' on the South Coast Regional Board agenda.

Behaviour Management Plans are reviewed regularly with staff, parents and outside agencies.

Evaluation

As an academy we regularly review our policies, making any necessary changes as the needs of the children and our academy community change.

This policy was agreed by staff on … Sep 2026……..

Shared and with and ratified by CEO of SCRB in June 2026……

This policy will be reviewed annually.

David Herbert: regional CEO

