Suspension & Permanent Exclusion Policy 2025-26

www.kaa.org.uk

KAA MISSON STATEMENT

INTREPIDUS

(adj.)

Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – **INTREPIDUS** – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:

Citizenship

Excellence

Creativity

Resilience

We know that they will guide our work to create an outstanding Academy which can transform the lives of our students.

INTRODUCTION

This policy outlines our strategy for suspension and permanent exclusion (PEX) and has been created with the support of the Department for Education (D*f*E) guidance documents*. Kensington Aldridge Academy (KAA) seeks to ensure that all aspects of this policy are followed, in line with our ethos. This policy is designed to be read in conjunction with:

- *The behaviour policy*
- *The attendance policy*
- *The safeguarding policy*
- *The PSHE policy*
- *The medical policy*

At KAA, students are expected to demonstrate good behaviour as a core expectation. This is essential for all students to be able to benefit from the educational opportunities provided. The Academy recognises that school suspensions, managed moves, and PEX are important behaviour management tools, which we will use at our discretion to maintain high standards of behaviour and the safety of our school community. Furthermore, we accept that such processes can be detrimental to the educational outcomes and life chances of the individual involved and any decision must consider the well-being of the student and interests of the wider school community. The academy expectations are routinely communicated to students and parents to ensure clarity in relation to our stance on behaviour. The board of trustees are in support of using suspensions and PEX as a sanction where it is warranted.

The Academy implements a number of strategies to manage behaviour which means that for the vast majority of students such high level sanctions are not necessary. Where these approaches to supporting students to improve their behaviour have been exhausted, then suspensions and PEX will sometimes be necessary as a last resort. These decisions will be taken by the Principal to ensure that the other students and teaching staff can work in safety, are respected, and necessary safeguarding protocols are followed.

The academy has developed strong relationships with the local authority, external partners, alternative provision centres and local advocacy programmes and support groups to ensure that any student subject to a suspension or PEX remains engaged in education. KAA is committed to creating an environment where school suspensions or PEX are not required, as student behaviour does not warrant it. To achieve this, we have a culture of high expectations in all aspects of student conduct, including behaviour outside of the Academy grounds. We aim to promote inclusion for all of our students and understand that our approach must be tailored to the individual needs and circumstances of the student.

** Please refer to The DfE guidance School suspensions and permanent exclusions:*

'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – August 2024 (https://www.gov.uk/government/publications/school-exclusion)

AIMS

- To ensure the Academy reflects the values expressed in our mission statement
- To provide a clear framework to enable effective handling of suspension and PEX processes
- To inform all stakeholders of our procedures and expectations
- To ensure the school is a safe, fair, supportive and happy environment for all
- To outline how the academy is following advice from the DfE

LEADERSHIP AND MANAGEMENT

This policy has been approved by the KAA Board of Trustees. The policy is reviewed regularly, based on updated related guidance from the DfE. Any amendments will be made in consultation with representatives of all key stakeholders and will be reflective of the statutory guidelines.

SUSPENSION OVERVIEW

A suspension is where a student is temporarily removed from the school. This is used as an essential behaviour management tool, as set out in our behaviour policy. A student will face suspension following a serious breach of the Academy behaviour policy or evidence of repeatedly failing to comply with expectations. The Senior Vice Principal (SVP) or Principal are responsible for the authorisation of any suspension and the number of days is determined by the severity of the incident. A student's previous behaviour will also be taken into account when determining the length of the sanction imposed. A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year, however this does not need to be for a continuous period. A suspension can also be for a specific part of the school day, e.g. lunchtime. Students may also be subject to PEX, as a last resort. A student's conduct outside of the school grounds and in the local community will be considered grounds for suspension or PEX.

When determining the facts arising from an incident, the SVP or Principal must determine the civil standard of proof, i.e. *'on the balance of probability'*, rather than the criminal standard of *'beyond reasonable doubt'*. This means accepting that something more likely happened then did not happen.

A suspension is used to provide a clear signal to both the student and their parent/carer what is deemed unacceptable behaviour as part of the school's behaviour policy, and show a student that their current behaviour is putting them at risk of PEX. Where suspensions are becoming a regular occurrence for a student, the Academy may consider whether suspension alone is an effective sanction for the student and whether additional strategies need to be put in place to address behaviour.

For the duration of any suspension, the student is expected to continue accessing their education. This will typically be through the online platforms used by the Academy or specific resources provided.

SUSPENSION DECISION

The decision to suspend a student can be taken by the SVP or Principal, who also have the authority to cancel any set suspension. The decision to suspend a student must be lawful, reasonable, fair, rational and proportionate. Legal advice will be sought as appropriate.

Each individual incident or accumulation of incidents will be reviewed independently. As a formal process, the decision to suspend a student will never be informal or unofficial. The reasons for a suspension being implemented may vary *(see annex 1)*. It is also important that the student had an acute awareness of how such conduct contravened our behaviour policy expectations. A suspension can be implemented:

- *as a result of their involvement in a serious incident (see annex 2)*
- *where the welfare of other students, staff or the student themselves is at risk*
- *where an incident causes significant disruption to education or where allowing the student to remain on-site would be seriously detrimental to education processes*
- *where an incident poses a risk to the safety of our school community*
- *when the behaviour of a student directly contravenes the culture and ethos of the Academy*

If the decision is taken to suspend a student, the Academy will ensure that there is sufficient recorded evidence to support the decision and the rationale for decision making. All the evidence is carefully assessed and collated. Records from suspensions may form part of the evidence in a permanent exclusion process. Parents will be notified without delay.

When considering a suspension, the SVP or Principal will take into account:

- *possible short-term or other mitigating circumstances*
- *whether the student comes into a category that is known to be a particularly vulnerable group*
- *whether appropriate preventative strategies have been implemented*
- *whether a student has already had a number of suspensions which appear to have been ineffective and any analysis undertaken about the student's response to previous suspensions*
- *whether a suspension will put the safety of the student at risk*

SUSPENSION PROCESS

***Step 1*:** investigation process – gathering of evidence to establish facts *(see annex 3)*

***Step 2*:** presentation of evidence to SVP or Principal for decision on sanction

***Step 3*:** communication of sanction to student and parent/carer *(including external stakeholders)*

***Step 4*:** student to complete education off site for the set duration

***Step 5*:** reintegration meeting between family and appropriate school staff

Step 6: tracking and monitoring of behaviour by the pastoral team, following reintegration

SUSPENSION EXPECTATIONS

- Parents will be notified on the same day. This will be followed by a formal letter *(sent via email)*
- Work will be sent with the student, posted home, or if set online these instructions will be discussed with the parent
- The student is not permitted on the Academy site or immediate area around the Academy
- The student must have a reintegration meeting with their parent/carer and an ESLT member
- The student may be put on a behaviour report following their reintegration
- As part of their suspension, students will be expected to complete the work set. This work should be returned to their Director of Learning (DoL) upon return to the Academy. Failure to complete the work set is likely to result in further sanctions.

REINTEGRATION

The Academy will make a positive effort to reintegrate students successfully back into school life and full time education following a suspension. There will be a central focus on the opportunity for a *'fresh start'* and an educational aspect in regard to how their behaviour affected themselves, as well as the wider school community. It is expected that a reintegration meeting is held before a student reengages with their curriculum.

Details of our reintegration plan will be discussed in the reintegration meeting, either before or at the beginning of the students return to school. Whilst this will be a chance to review the incident itself, it will also serve as an opportunity to discuss previous successes as well as obstacles to future success. The Academy will involve other internal support staff and external partners involved with the family to achieve the identified aims. This may include relevant referrals made in light of the circumstances.

The Academy has a range of support interventions and partners, as set out in the behaviour policy.

TRUSTEE BOARD & LOCAL AUTHORITY INVOLVEMENT

The Academy will inform the Board of Trustees of;

- *any PEX decision*
- *all suspensions*

The local authority (LA) will be informed of all suspensions without delay, regardless of length. For a PEX, if the student lives outside of the local authority area in which the Academy is located, the Academy will inform the *'home authority'* without delay, including the reasons for the PEX. At this point, the LA will be responsible for arranging full-time education for the student.

APPEAL PROCESS

All correspondence regarding a suspension from the school will inform parents of their right to appeal to the Board of Trustees against the decision to suspend. The person who should be contacted to initiate an appeal is the academy Executive Assistant Miss Chen (j,chen@kaa.org.uk).

The Board of Trustees has a duty to consider the representations of the parents/carers about a suspension. If the student is aged 18 or over, they may represent themselves, provided there is parental agreement.

The Board of Trustees must consider the reinstatement of a suspended student within 15 working days of receiving the notice of the suspension if:

- *the suspension is a permanent exclusion*
- *it is a fixed term suspension which would bring the student's total number of school days of suspension to more than 15 in one term*
- *it would result in a student missing a public examination*

In view of their consideration, the trustee board can uphold a suspension or direct reinstatement of the student immediately or on a particular date.

The requirements are different for suspensions where a student would be suspended for more than 5 but less than 16 school days in a term. In this case, if the parents/carers make representations, the trustee board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended student should be reinstated. In the absence of any representations from the parents, the trustee board is not required to meet and cannot direct the reinstatement of the student.

In the case of a suspension which does not bring the student's total number of days of suspension to more than 5 in a term, the trustee board must consider any representations made by parents/carers, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

PERMANENT EXCLUSION

A permanent exclusion is a decision to no longer allow a student to attend the Academy. A list of justifications for PEX can be found in the behaviour policy *(also annex 4)*. Permanent exclusion must be a last resort, and the Principal may consider alternative arrangements (such as a managed move) before permanently excluding any student.

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 Academy implements an escalating formal warning process, linked to our behaviour points system *(see annex 5)*. This is designed to mitigate against PEX situations and provide structured and high-level communication, should a student be deemed to be persistently not meeting behaviour expectations. PEX will be considered only where a student continues to present significant concern despite intervention, ongoing support, and acknowledgement of concern through these meetings.

The law does not allow for *'converting'* a suspension into a permanent exclusion. In exceptional circumstances, such as cases involving a serious breach of the behaviour policy where additional evidence (including mitigating evidence) is required before making a decision, the school may issue a suspension pending investigation. Following investigation, the school may issue a further separate suspension to begin immediately after the first suspension ends or a separate permanent exclusion to begin immediately after the end of the suspension.

The Academy has a zero-tolerance approach to drugs, knives and offensive weapons *(Annex 6)*. Any incident of this nature will be subject to thorough investigation and if it is determined that a student was knowingly or willingly involved in the possession or use of such items, on school grounds or otherwise, this may be considered grounds for PEX.

PERMANENT EXCLUSION TRUSTEE REVIEW

The Board of Trustees must consider the reinstatement of a suspended student within 15 school days of receiving the notice of all permanent exclusions. The trustee board reviewing the decision must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

Parents/carers may request remote access for this meeting, within 3 schools days of the receipt of the notification of PEX. Applications should be made to j.chen@kaa.org.uk (Executive Assistant).

The trustee board reviewing the permanent exclusion can either:

- *decline to reinstate the student; or*
- *direct reinstatement of the student immediately or on a particular date*

When the trustee board is considering whether a student should be reinstated, it should consider any evidence that was presented in relation to the decision to suspend (in addition to considering whether the decision to suspend the student was lawful, reasonable and procedurally fair, rational and proportionate and whether the Principal followed their legal duties).

If a reinstatement meeting would make no practical difference because, for example, the parents make clear they do not want their child reinstated, the trustee board must still meet to consider whether the student should or would have been officially allowed back into the school. If parents/carers are not considering the reinstatement of the student, the panel should acknowledge this but it should not affect the conduct of the panel or its decision. The focus of the panel's decision is whether there are sufficient grounds for them to direct or recommend that the trustee board reconsiders its decision to uphold the permanent exclusion.

Potential outcomes can still include:

- *recording the panel's findings on a student's educational record*
- *an acknowledgement by the trustee board that it would be appropriate for it to offer to reinstate the student*

Where a school is going to remove a student's name from the admissions register because of a permanent exclusion, the Academy must inform the local authority as soon as the grounds for removal are met.

INDEPENDENT REVIEW PANEL

Where parents/carers dispute the decision of the trustees not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. The legal time frame for an application is within 15 school days of notice being given to the parents/carers by the

trustee board of its decision not to reinstate a permanently excluded student. An application made outside of the legal time frame must be rejected by the Board of Trustees.

The Academy will arrange for an independent panel to review the decision of the exclusions panel not to reinstate a permanently excluded student. An independent review panel does not have the power to direct the trustee board to reinstate a permanently excluded student. However, where a panel decides that a decision made by the trustee board is flawed (when considered in the light of the principles applicable on an application for judicial review) it can direct the trustee board to reconsider its decision.

The independent panel will either:

- *uphold the trustee board decision*
- *recommend that the trustee board reconsiders reinstatement, or*
- *quash the trustee 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.

Whether or not a school recognises a student as having a SEN, all parents/carers have the right to request the presence of a SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when permanently excluding the student. Excluded students should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

KAA is responsible for managing and training independent panels concerning cases of permanent exclusion. Independent review panel members are expected to understand the legislation that is relevant to suspensions and permanent exclusions and the legal principles that apply. The SEN expert must be someone with expertise and experience of SEN and be considered by the Academy as appropriate to perform the functions specified in the legislation.

When providing details of the role of the SEN expert in an independent review panel, the trustee board should explain that there is no cost to parents/carers for this appointment and parents/carers must make it clear in any application for a review if they wish for the expert to be appointed.

ALTERNATIVE PROVISION & SCHOOL PARTNERSHIP AGREEMENT

The Academy may direct a student to attend another education setting to improve their behaviour, for a time limited placement. This is typically applicable where interventions or targeted support have not been successful in improving a student's behaviour. In addition, where a student's presence in the Academy, following a serious incident, may cause further distress or harm. This includes the welfare, education and safety of others, as well as the student concerned. Whilst this direction will be discussed with parents, their agreement to the decision is not required.

Wherever possible, the Academy will endeavour to maintain any in school interventions or targeted support used to meet a student's individual needs and circumstances – whether this is a behavioural or special educational need. If they student has an EHC plan, the local authority will be notified and the required support will be in place.

The length of time a student spends at an alternative provision will be kept under review by relevant staff and depend on what best supports the student's needs and potential improvement in behaviour.

KAA staff will maintain communication with staff from the provision in regard to progress based on the aims established. This will include:

- *engagement in the curriculum*
- *attendance and punctuality to the provision*
- *attitude towards addressing the inappropriate behaviours displayed*

An alternative provision placement will also be arranged for a student from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after a PEX.

School Partnership Agreement

The academy has a partnership agreement with other local secondary schools, as part of a behaviour management strategy. As a result, the academy may deem it appropriate to direct a student to one of these other mainstream provisions to complete an intervention placement for a set period of days. This may be considered instead of a suspension process being applied. The student attends the school in KAA uniform and completes work set by KAA in the host school's isolation area. A senior leader from the school will report back to KAA in regard to the placement and completion of the sanction.

MANAGED MOVES

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. This process is subject to a professional judgement that the student will be able to fulfil the requirements set out in the specified managed move contract criteria, which typically includes:

- *excellent attendance*
- *good punctuality to school*
- *positive engagement in supportive interventions, including with external agencies involved*
- *positive parent engagement and responsiveness to communication from the Academy*
- *evidence of improvement in behaviour and conduct at the Academy*

A managed move is a voluntary process, which needs to be agreed with all parties involved, including the parents and the admission authority of the new school. Similarly, the Academy are not required to pursue a managed move upon request from a parent. Managed moves should only occur when it is in the student's best interests. The student will initially move on a trial basis, typically up to 12 weeks, during which their suitability for a full-time move is assessed by the new school. The Academy will share all relevant information with the new school, to support a successful transition. A member of the pastoral team will also be assigned to oversee the initial trial placement period. If successful, the student will be officially registered with the new school. If unsuccessful, as decided by the host school based on their own criteria, the student is expected to return to the Academy with immediate effect.

A managed move can also be initiated to an alternative provision permanently. Again, this would need to be agreed between all parties involved and be in the best interests of the student. Alternative provisions provide a curriculum, environment and specialised support which may be better suited to some learners. This may be explored where appropriate.

Once a student has successfully transferred their full-time registration to either another mainstream school or alternative provision, the student cannot return to the Academy.

Annex

Annex 1: Reasons for suspension

There are a number of reasons, in-line with our behaviour policy and standard of expectations, which mean a student may be subject to a suspension. The below table indicates a number of reasons why a suspension may be considered, however this is not an exhaustive or definitive list:

An accumulation of behaviour points over time for disruptive or defiant behaviour, including; Rude or abusive behaviour towards a member of staff	A single, serious incident (RLI) that a senior member of staff considers deserving of suspension; including theft and community behaviour
Bullying, intimidating or threatening behaviour	Accumulating 5+ behaviour points in a day
Inappropriate language or intolerance towards specific groups or protected characteristics	Truancy from lessons or school
Repeated uniform infringements	Repeatedly failing to respond to senior staff instructions
Extreme rudeness or threatening / abusive / discriminatory / violent behaviour towards a student / member of staff	Dangerous behaviour that jeopardises the welfare and safety of students and staff, including fighting and throwing objects over the bannisters
An accumulation of serious incidents.	Behaviour, inside or outside of school, which brings the Academy reputation into disrepute.
Failing to respond and adhere to the behaviour sanctions process outlined in this policy.	Theft of school property or items belonging to a student or teacher.

**Please note that many of the above examples could be considered grounds for PEX as either an isolated incident or an accumulation of events.*

Annex 2: Defining a Serious Incident at KAA

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct as set out in this policy and the behaviour policy.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto Academy property or the immediate area in order to threaten or create conflict
- Sexually inappropriate behaviour – including gestures, inference and social media use
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Use of racist / homophobic / sexist / religiously intolerant language
- Deliberate involvement in or instigation of conflict
- Verbal or physical aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Theft - stealing on school premises or in the community
- Bringing the Academy's reputation into disrepute by actions outside the Academy, which includes verbal/physical abuse to members of the community

- Possessing stolen property
- Destruction of a person's property or vandalism on Academy grounds or in the community
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking, vaping or drinking alcohol
- Truanting from a lesson/school or leaving the Academy site without permission
- Cheating in a test, assessment or formal exam
- Wearing, displaying or graffiti which acknowledges 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members

Annex 3: Incident Investigation

The pastoral team members of the ESLT/SLT will lead on all incident investigation processes to determine how and/or why an incident occurred. The aim will be to establish the facts of the situation, based on the evidential threshold of the balance of probability. The investigation will comprise of all evidence gathering processes at our disposal, which may support establishing an outcome and therefore which student(s) should be held accountable for the incident.

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. Failure to complete a written statement and give their version of events, may hinder the outcome for that specific student. As part of this process, the student mobile phones may be subject to review should it be determined that supporting evidence may be accessible.

The use of CCTV will be used where possible to support the investigation process. The Academy is under no obligation to share CCTV images or video with students or parents/carers. It is the Academy's right to refuse to share this evidence, particularly where it may contravene data protection or safeguarding protocols.

Students are likely to be held in IE or alternative isolated spaces, until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the staff member dealing with the incident is satisfied they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking the law is likely to be referred to our School Liaison Police Officer. Following presentation of the findings, they may deem it necessary to speak to both the parents and students. This will be communicated to the parent prior to any interview and an appropriate adult will be present. The Academy is under no obligation to await the outcome of a police investigation before applying the behaviour sanctions outlined in this policy, up to and including PEX.

Annex 4: Reasons for PEX

There are a number of reasons, in-line with our behaviour policy and standard of expectations, which mean a student may be subject to PEX. The below table indicates a number of reasons why PEX may be considered, however this is not an exhaustive or definitive list:

Using or supplying drugs or alcohol.	Using school equipment as a weapon.
Endangering the lives of others by bringing fireworks or other incendiary devices into the Academy.	Physical assault towards a member of staff or the public.

Possession of an offensive weapon, either inside or outside of the Academy, irrespective of whether a threat is issued. Where a student is aware that one of their peers has a weapon onsite and does not alert staff this can also be considered grounds for permanent exclusion.	An accumulation of serious incidents over an extended period of time despite repeated formal warnings and interventions.

Annex 5: Formal Warnings Process

The behaviour of all students is kept under constant review by Pastoral Administrators, FTs, Behaviour Managers, DOLs, VP Pastoral and the Senior Vice Principal (SVP). If a student begins to accrue a significant number of behaviour points they will be provided with additional behavioural support, meetings will take place with their parents and the school, and other strategies will be used. The table below defines only the most serious levels of escalation that can take place in the event of this support not having the desired effect, and we expect the actions in this table to apply to only a minority of students in a given year group.

The thresholds below are used as a guideline. The implementation of any formal warning is at the discretion of the SVP and Principal. Warnings do not need to be applied sequentially, as they are directly linked to the individual circumstances of the student and their behaviour history.

If a student has already been subject to a formal warning, it is not a requirement for the student to reach any specified threshold within the same or following academic year before a higher-level sanction may be applied.

BP		**Action**
<50	**Form Tutor Meeting**	A meeting held between the FT, student and their parent to discuss ongoing concerns. FT to feedback any important notes to the DOL and the FT actively tracks progress.
50	**DOL Warning**	Formal letter home, meeting with parents and Director of Learning. Pastoral support to be reviewed/introduced by the Academy. Alternative provision placements may be suggested at this point.
100	**Principal's Warning**	A formal meeting between the parents, student and the Principal (or SVP/VP on their behalf), to discuss the student's future at the Academy. The pastoral support will be reviewed and temporary alternative provision placement may be advisable at this point.
150	**Trustee's Warning**	A formal meeting between the parents, student, Principal (or SVP/VP) and a Trustee to discuss the student's future at the Academy. The student and their parents will be issued with a written Trustee's Warning outlining the severity. A place at a different educational setting may be considered, or an agreed managed move to alternative provision may be discussed.

If a student's behaviour fails to improve following a Trustee's warning it is likely they will be permanently excluded from the Academy for persistent/excessive poor behaviour over an extended period of time, however the final decision will rest with the Principal.

At each stage of the formal warning process the personal circumstances of the student and family will be considered. This includes any SEN need and any home-life concerns. SLT will use their discretion where they deem appropriate, however it is important to note that the behaviour policy applies to all students. Families are welcome to bring any friends, advocates or representatives to such meetings who they feel may provide support.

Annex 6: Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the Academy or in and around Academy premises. The Trustee Body at Kensington Aldridge Academy recognises that the presence of weapons, or items which could potentially be used as offensive weapons, would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy. Accordingly, it is Academy policy to forbid the possession, custody and use of weapons by unauthorised persons in the Academy or wider community and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed object, i.e. pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches, and;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon).

Any student found to be in breach of the policy shall be subject to action under KAA's Behaviour and Suspensions Policy.

The permanent exclusion of any student in possession of an implement which the Academy believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the Academy where the safety and welfare of students is directly put at risk, or the reputation of the school called into disrepute. Were a student to have specific knowledge of a weapon in the school but not share this with staff, this may also be considered grounds for permanent exclusion, given the safety risk this behaviour would present.

Under most circumstances, both the Police and the KAA designated safeguarding lead (DSL) should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police, the Academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required. There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;

- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation, and;
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

Searching Students

School staff can search a pupil for any item which is banned from the Academy. The Principal, senior leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Under common law, school staff have the power to search a student for **any** item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. This includes the search for banned items as listed in the academy's behaviour policy.

If a student refuses to co-operate with a search, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search.

Prohibited items are:

- knives or weapons
- alcohol and illegal drugs
- stolen items
- tobacco, vapes, cigarette papers, lighters or matches
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones, chewing gum, sweets and confectionary

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn next to the skin or immediately over a garment being worn as underwear
- Must be of the same sex as the student
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it
- Failure to comply with the search process may lead to suspension for the student, as a result of concern for a dangerous item being concealed

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful

authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Senior Vice Principal or Principal, alternatively in their absence one of the members of SLT and arrange without delay to surrender it to the Police or
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle-dusters) and should, under no circumstances, be returned.

Appendix A: Suspension letter (0.5-5 days and less than 5 days in one term)

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

Date

Parent Salutation
Address

Dear **Parent Salutation**,

I am writing to inform you of my decision to suspend **Student Name** for a fixed period of **x days.** This means that **she/he** will not be allowed in the academy for this period. The suspension starts on **Date** and ends on **Date** at **time.**

The decision to suspend has been taken following the receipt of evidence that has led me to decide on a balance of probabilities that **Student Name** has broken the academy behaviour policy. **Student Name** is suspended for **reason.**

For the first 5 days of any suspension unless alternative educational provision has been made during this time, you have a duty to ensure that your child is not present in a public place during academy teaching hours. If this requirement is not followed, you may be prosecuted or receive a penalty notice from the local authority. If so, it will be for you to show reasonable justification or you will be required to pay a penalty fine.

(Paragraph for Child Looked After only) As [Student Name] is a Child Looked After, I have informed the Ormiston Academies Trust (OAT) who will endeavour to arrange alternative provision from the first day following this suspension.

As part of **his/her** suspension, **Student Name** was provided with a hard copy of our suspension Work Pack. **We expect Student Name to complete this work pack by accessing Google Classroom and present it to his/her Director of Learning during the reintegration meeting.** Failure to complete this work will result in an increased sanction.

You have the right to make representations about my decision to suspend to the Board of Trustees of the academy. If you wish to make representations, please contact Miss Chen at j.chen@kaa.org.uk / Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX / 0207 313 5805 as soon as possible. Whilst the Board of Trustees has no power to direct reinstatement, and is not required to arrange a meeting with you, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the Board of Trustees.

You may find the following sources of free and impartial advice and information useful:

- The Department for Education's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here: https://www.gov.uk/government/publications/school-exclusions-guide-for-parents
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on suspensions / exclusions, which can be found here: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: http://www.ace-ed.org.uk/.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- A copy of the Government's guidance, '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', can be downloaded from the Department for Education's website at: https://www.gov.uk/government/publications/school-exclusion.

If you require advocacy support in relation to your child's school suspension or believe your child may be at risk of being permanently excluded, advice is available via the Clement James Centre. Please email earlyintervention@clementjames.org or call 02072218810. You can also discuss a formal referral with your child's Director of Learning.

You and **Student Name** are requested to attend a reintegration interview with **Staff Name** at **KAA** on **date** at **time**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

Student Name's suspension expires on **Date** and we expect **him/her** to be back in the academy at that time.

Yours sincerely,

Anna Jordan
Principal

Appendix B: Suspension Letter (05-5 days with more than 5 in one term)

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

Date

Parent Salutation
Address

Dear **Parent Salutation**,

I am writing to inform you of my decision to suspend **Student Name** for a fixed period of **1 day.** This means that **she/he** will not be allowed in the academy for this period. The suspension starts on **Date** and ends on **Date** at **time.**

The decision to suspend has been taken following the receipt of evidence that has led me to decide on a balance of probabilities that **Student Name** has broken the academy behaviour policy. **Student Name** is suspended for **reason.**

For the first 5 days of any suspension unless alternative educational provision has been made during this time, you have a duty to ensure that your child is not present in a public place during academy teaching hours. If this requirement is not followed, you may be prosecuted or receive a penalty notice from the local authority. If so, it will be for you to show reasonable justification or you will be required to pay a penalty fine.

(Paragraph for Child Looked After only) As Student Name is a Child Looked After, I have informed the Ormiston Academies Trust (OAT) who will endeavour to arrange alternative provision from the first day following this suspension.

As part of **his/her** suspension, **Student Name** was provided with a hard copy of our suspension Work Pack. **We expect Student Name to complete this work pack by accessing Google Classroom and present it to his/her Director of Learning during the reintegration meeting.** Failure to complete this work will result in an increased sanction.

You have the right to request a meeting of the governing board at which you may make representations and the Board of Trustees must consider whether the suspended pupil should be reinstated. As the total number of days of suspension now exceeds more than five school days in one term the governing board must meet if you request it to do so. The latest date by which the governing board must meet is **insert date — no later than 50 school days from the date of the suspension.**

If you wish to make representations to the Board of Trustees and wish to be accompanied by a friend or representative, please contact Miss Chen at j.chen@kaa.org.uk / Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX / 0207 313 5805 as soon as possible. **Student Name** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform Miss Chen if it would be helpful for you to have an interpreter present at the meeting.

You have the right to make a request to hold the meeting via the use of remote access. Please inform Miss Chen if this is your preference when making your request for a meeting. You are advised to consider the following, before requesting a remote access meeting:

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

- The technology that will be used for the Board of Trustee meeting.
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- If you have limited access to the Internet, intermittent service, or slower speed Internet, you should not request a remote meeting.
- If you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform the Board of Trustees without delay.
- If a reinstatement meeting would make no practical difference because, for example, **Student Name** has already returned to school following the expiry of the suspension, if requested, the Board of Trustees must still meet to consider whether the pupil should or would have been officially allowed back into the school.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the Board of Trustees.

You may find the following sources of free and impartial advice and information useful:

- The Department for Education's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here: https://www.gov.uk/government/publications/school-exclusions-guide-for-parents
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on suspensions / exclusions, which can be found here: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: http://www.ace-ed.org.uk/.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- A copy of the Government's guidance, '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', can be downloaded from the Department for Education's website at: https://www.gov.uk/government/publications/school-exclusion.

If you require advocacy support in relation to your child's school suspension or believe your child may be at risk of being permanently excluded, advice is available via the Clement James Centre. Please email earlyintervention@clementjames.org or call 02072218810. You can also discuss a formal referral with your child's Director of Learning.

Kensington
Aldridge Academy

1 Gloucester Road
London
W10 4EX

T: 0207 313 2800
info@kaa.org.uk
kaa.org.uk

You **and Student Name** are requested to attend a reintegration interview with **Staff Name** at **KAA** on **date** at **time**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

Student Name's suspension expires on **Date** and we expect **him/her** to be back in the academy at that time.

Yours sincerely,

Anna Jordan
Principal

Appendix C: Suspension letter (5.5-15 days)

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

Date

Parent Salutation
Address

Dear **Parent Salutation**,

I am writing to inform you of my decision to suspend **student name** for a fixed period of **X** days. This means that **student name** will not be allowed in school for this period. The suspension **begins/began** on **date** and ends on **date** at **time.**

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **student name** has not been taken lightly. **Student name** has been suspended for this fixed period because **reason(s) for suspension.**

As part of **his/her** suspension, **Student Name** was provided with a hard copy of our suspension Work Pack. **We expect Student Name to complete this work pack by accessing Google Classroom and present it to his/her Director of Learning during the reintegration meeting.** Failure to complete this work will result in an increased sanction.

You have a duty to ensure that your child is not found in a public place during the first five school days of this suspension i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

From the sixth school day of **student name's** suspension **[date]** until the expiry of the suspension **[date]** we will provide suitable full-time education. I have today informed the Ormiston Academies Trust (OAT) of **student name's** suspension and they will contact you directly about the arrangements for their education from the sixth day of suspension.

[Paragraph for use if pupil is a secondary age Looked After Child] As [pupil name] is a Looked After Child, the Ormiston Academies Trust (OAT) will endeavour to arrange alternative provision from the first day following this suspension.

You have the right to request a meeting of the Board of Trustees at which you may make representations and the trustee board must consider whether the suspended pupil should be reinstated. As the total number of days of suspension now exceeds more than five school days in one term the governing board must meet if you request it to do so. The latest date by which the trustee board must meet is **[insert date — no later than 50 school days from the date this suspension]**.

If you wish to make representations to the Board of Trustees and wish to be accompanied by a friend or representative, please contact Miss Chen at j.chen@kaa.org.uk / Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX / 0207 313 5805 as soon as possible. **Student Name** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform Miss Chen if it would be helpful for you to have an interpreter present at the meeting.

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

You have the right to make a request to hold the meeting via the use of remote access. Please inform Miss Chen if this is your preference when making your request for a meeting. You are advised to consider the following, before requesting a remote access meeting:

- The technology that will be used for the Board of Trustee meeting.
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- If you have limited access to the Internet, intermittent service, or slower speed Internet, you should not request a remote meeting.
- If you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform the Board of Trustees without delay.
- If a reinstatement meeting would make no practical difference because, for example, **Student Name** has already returned to school following the expiry of the suspension, if requested, the Board of Trustees must still meet to consider whether the pupil should or would have been officially allowed back into the school.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the Board of Trustees.

You may find the following sources of free and impartial advice and information useful:

- The Department for Education's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here: https://www.gov.uk/government/publications/school-exclusions-guide-for-parents
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on suspensions / exclusions, which can be found here: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: http://www.ace-ed.org.uk/.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- A copy of the Government's guidance, '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', can be downloaded from the Department for Education's website at: https://www.gov.uk/government/publications/school-exclusion.

Kensington
Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

If you require advocacy support in relation to your child's school suspension or believe your child may be at risk of being permanently excluded, advice is available via the Clement James Centre. Please email earlyintervention@clementjames.org or call 02072218810. You can also discuss a formal referral with your child's Director of Learning.

You **and Student Name** are requested to attend a reintegration interview with **Staff Name** at **KAA** on **date** at **time**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

Student Name's suspension expires on **Date** and we expect **him/her** to be back in the academy at that time.

Yours sincerely,

Anna Jordan
Principal

Appendix D: Suspension letter (15+ day suspension)

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

Date

Parent Salutation
Address

Dear **Parent Salutation**,

I am writing to inform you of my decision to suspend **student name** for a fixed period of **X** days. This means that **student name** will not be allowed in school for this period. The suspension **begins/began** on **date** and ends on **date** at **time.**

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **student name** has not been taken lightly. **Student name** has been suspended for this fixed period because **reason(s) for suspension**.

As part of **his/her** suspension, **Student Name** was provided with a hard copy of our suspension Work Pack. **We expect Student Name to complete this work pack by accessing Google Classroom and present it to his/her Director of Learning during the reintegration meeting.** Failure to complete this work will result in an increased sanction.

You have a duty to ensure that your child is not found in a public place during the first five school days of this suspension i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

From the sixth school day of **student name's** suspension **[date]** until the expiry of the suspension **[date]** we will provide suitable full-time education. I have today informed the Ormiston Academies Trust (OAT) of **student name's** suspension and they will contact you directly about the arrangements for their education from the sixth day of suspension.

[Paragraph for use if pupil is a secondary age Looked After Child] As [pupil name] is a Looked After Child, the Ormiston Academies Trust (OAT) will endeavour to arrange alternative provision from the first day following this suspension.

As the total number of days of suspension exceeds more than 15 school days in total in one term, the governing board must meet to consider whether the suspended pupil should be reinstated. At the review meeting you may make representations to the governing board if you wish. The governing board must meet by **[insert date — no later than 15 school days from the date this suspension]**.

If you wish to make representations to the Board of Trustees and wish to be accompanied by a friend or representative, please contact Miss Chen at j.chen@kaa.org.uk / Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX / 0207 313 5805 as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the governing board of the time, date, and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform Miss Chen if it would be helpful for you to have an interpreter present at the meeting.

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

You have the right to make a request to hold the meeting via the use of remote access. Please inform Miss Chen if this is your preference when making your request for a meeting. You are advised to consider the following, before requesting a remote access meeting:

- The technology that will be used for the Board of Trustee meeting.
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- If you have limited access to the Internet, intermittent service, or slower speed Internet, you should not request a remote meeting.
- If you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform the Board of Trustees without delay.
- If a reinstatement meeting would make no practical difference because, for example, **Student Name** has already returned to school following the expiry of the suspension, if requested, the Board of Trustees must still meet to consider whether the pupil should or would have been officially allowed back into the school.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the Board of Trustees.

You may find the following sources of free and impartial advice and information useful:

- The Department for Education's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here: https://www.gov.uk/government/publications/school-exclusions-guide-for-parents
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on suspensions / exclusions, which can be found here: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: http://www.ace-ed.org.uk/.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- A copy of the Government's guidance, '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', can be downloaded from the Department for Education's website at: https://www.gov.uk/government/publications/school-exclusion.

Kensington
Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

If you require advocacy support in relation to your child's school suspension or believe your child may be at risk of being permanently excluded, advice is available via the Clement James Centre. Please email earlyintervention@clementjames.org or call 02072218810. You can also discuss a formal referral with your child's Director of Learning.

You **and Student Name** are requested to attend a reintegration interview with **Staff Name** at **KAA** on **date** at **time**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

Student Name's suspension expires on **Date** and we expect **him/her** to be back in the academy at that time.

Yours sincerely,

Anna Jordan
Principal

Appendix E: Permanent Exclusion letter

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

DATE

Parent Salutation
Address

Dear **Parent Salutation**,

I now need to write to you to state that – with regret – I have decided to exclude **Student Name** permanently with effect from **Date**. This means that **Student Name** will not be allowed in this school unless **he/she** is reinstated by the Board of Trustees. Alternative arrangements for **Student Name**'s education will be made.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Student Name** has not been taken lightly. **Student Name** has been excluded permanently because **Reason**.

As this is a permanent exclusion the Board of Trustees must meet to consider reinstating your child. At the hearing you may make representations to the Trustees if you wish, and ask them to reinstate your child in school. In the light of its consideration, the trustees can either: decline to reinstate your child; or direct reinstatement of your child immediately or on a particular date. If the trustees decide against reinstatement of your child, you can request their decision to be reviewed by an independent review panel.

The Board of Trustees should try to meet by **[date — 15 school days from the date the exclusion]**.

If you wish to make representations to the Trustees or bring a friend or representative to support you, please contact Mr Vinter (rfcvinter@yahoo.co.uk or 07984 662 919) as soon as possible. He will also be able to explain the Trustee review process to you. **Student name** is also able to attend and participate in the meeting if you feel it is appropriate for them to do so.

You will, whether you choose to make representations or not, be notified by Mr Vinter of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform Mr Vinter if it would be helpful for you to have an interpreter present at the meeting.

You have the right to make a request to hold the meeting via the use of remote access. Please inform **Mr Vinter** if this is your preference when making your request for a meeting. You are advised to consider the following, before requesting a remote access meeting:

- The technology that will be used for the governing board meeting.
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- If you have limited access to the Internet, intermittent service, or slower speed Internet, you should not request a remote meeting.
- If you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform the governing board without delay. The governing board should without delay, arrange the meeting to be held face to face.
- If you think this exclusion has occurred as a result of discrimination as defined by the Equality Act 2010, then you may raise this with the governing board

We will set work for **Student Name** to be completed during the first five school days of this exclusion. **Student Name** will be provided with a hard copy of our suspension Work Pack. **We expect Student Name to complete this work pack by accessing Google Classroom.**

You have a duty to ensure that your child is not found in a public place during the first five school days of this exclusion, i.e. between **Date** and **Date**, unless there is reasonable justification for this. I must warn you that you may be

Kensington Aldridge Academy

1 Silchester Road
London
W10 6EX

T: 0207 313 5800
info@kaa.org.uk
kaa.org.uk

prosecuted or receive a penalty notice from the Local Authority if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

[Paragraph for pupils' resident in your LA] From the sixth school day of **Student Name**'s exclusion onwards i.e. **Date**, the Local Authority will provide suitable full-time education. have today informed the Ormiston Academies Trust (OAT) of **Student Name's** exclusion and they will contact you directly about the arrangements for **Student Name's** education from the sixth day of exclusion.

[Paragraph for use if pupil is a Looked After Child] **As Student Name** is a Looked After Child, the Ormiston Academies Trust (OAT) will endeavour to arrange alternative provision from the first day following this exclusion.

[Paragraph for pupils resident outside of your LA] From the sixth school day of the exclusion onwards i.e. **date, name of LA where pupil lives** Council will provide suitable full-time education. I have today informed **name of officer** at **name of local authority** of your child's exclusion and they will contact you about the education arrangements from the sixth school day of the exclusion. You can contact them at **contact details**.

You may find the following sources of free and impartial advice and information useful:

- The Department for Education's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here: https://www.gov.uk/government/publications/school-exclusions-guide-for-parents
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on suspensions / exclusions, which can be found here: https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: http://www.ace-ed.org.uk/.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- A copy of the Government's guidance, '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*', can be downloaded from the Department for Education's website at: https://www.gov.uk/government/publications/school-exclusion.

You may also wish to contact Paul Worts, Senior Exclusions Officer, who can provide advice on the process of exclusion. He can be contacted by telephoning 0207 745 6614 or by emailing: paul.worts@rbkc.gov.uk

Yours sincerely,

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Principal

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KAA Guidance on Pupil Exclusion from School
A Guide for Parents and Carers

1. The government requires us to formally tell you when the Principal/Head Teacher of an academy has decided to exclude your child. The attached letter does this.

2. It is important for you to know that exclusion can only be for a breach of the academy behaviour policy, and may be for a fixed period or permanent. The letter tells you what type of exclusion has been imposed and its length.

3. You may seek advice about the exclusion by contacting the local authority where you live and also by seeking advice from an independent source. The attached letter contains contact information for these sources.

4. You have a right to make representations to the Board of Trustees of the academy about this exclusion. When and how this will happen will depend on the type of exclusion and the period of time involved. You make representation by writing to the Principal who will forward this to KAA for appropriate action.

5. Three members of the Board of Trustees are *required to review* certain exclusions. This review meeting is required if the exclusion of your child is in one of the following categories **(permanent exclusion).**

6. KAA will invite you to attend this review meeting which, depending on the availability of trustees, should normally take place within 15 school days.

7. You are entitled to invite a representative of the local authority to attend a meeting of an academy's Board of Trustees as an observer. However, the local authority representative can only make representations with the Board of Trustees' consent.

If you have difficulty understanding this note, please contact KAA using the contact information provided on the letter informing you of your child's exclusion.