



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY



Suspensions & Exclusions Policy

Reviewed:

February 2026

To be reviewed:

February 2027



We **Pray**
We **Care**
We **Achieve**

MISSION Statement



St. Matthew's
Roman Catholic High School

All policies and procedures are underpinned by our School Mission Statement:



WE PRAY

As a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.



WE CARE

For everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.



WE ACHIEVE

The best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.



We **Pray** · We **Care** · We **Achieve**

1. Mission and Ethos

At St Matthew's RC High School we believe every child is created in the image and likeness of God and is entitled to dignity, compassion and the opportunity to succeed.

Exclusion is used only as a last resort, when it is necessary to protect:

- the safety and welfare of pupils and staff
- the right of others to learn
- the orderly running of the school.

Wherever possible, the school will provide early support and intervention to prevent exclusion.

2. Statutory Framework

This policy is based on:

- DfE *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (September 2023)
- Behaviour in Schools (2024)
- Keeping Children Safe in Education (current)
- Equality Act 2010
- Children and Families Act 2014

The Governing Body has regard to this guidance in all exclusion decisions.

3. Principles

Exclusion decisions will be:

- Lawful
- Reasonable
- Fair
- Proportionate
- Evidence-based
- Consistent with the Behaviour Policy

Permanent exclusion will only be used where:

Both conditions are met:

1. There has been a serious breach or persistent breaches of the Behaviour Policy
and
2. Allowing the pupil to remain would seriously harm the education or welfare of others.

4. Last Resort and Graduated Response

Before considering permanent exclusion, the school will normally have implemented a range of support, including:

- Behaviour reports and monitoring
- Pastoral intervention
- SEMH support
- SEND assessment or review
- Early Help or external agency involvement
- Team Around the Child meetings
- Managed move or alternative provision
- Internal suspension or fixed-term suspensions

The school will be able to demonstrate the graduated response where appropriate.

Note: For very serious incidents, permanent exclusion may be appropriate without prior interventions.

5. Serious Incidents Likely to Result in Permanent Exclusion

Examples include (not exhaustive):

- Serious actual or threatened violence
- Carrying or using a weapon
- Supply of illegal drugs
- Sexual violence or serious sexual harassment
- Serious bullying or child-on-child abuse
- Arson
- Behaviour that poses a significant risk to safety
- Persistent and disruptive behaviour despite extensive support.

Each case will be considered individually.

6. Headteacher Decision-Making Test

Before deciding to permanently exclude, the Headteacher will consider:

Evidence

- Statements from staff and pupils
- CCTV or physical evidence where available
- Behaviour records (via ARBOR and CPOMS)
- Previous incidents and interventions

Proportionality

- Seriousness of the incident
- Harm caused or risk posed
- Alternatives considered

Consistency

- Similar cases and previous sanctions

Vulnerability and Equality

The Headteacher must consider:

- SEND status
- Disability (Equality Act)
- Whether reasonable adjustments were made
- SEMH or mental health needs
- Looked After / Previously Looked After status
- Child Protection / CIN status
- Whether the behaviour was a manifestation of unmet need

Failure to consider these is a common tribunal failure point.

7. Immediate Actions Following Permanent Exclusion

The school will:

- Inform parents without delay (telephone and written notice)
- Provide:
 - reasons for exclusion
 - length and start date
 - parents' right to make representations
 - details of the Governing Board meeting
- Notify:
 - Governing Body
 - Local Authority
 - Social worker / Virtual School (where relevant)

8. Education Provision

The school will:

- Set work for the first 5 days
- Ensure alternative education is arranged from Day 6

Parents must ensure the child is not in a public place during school hours for the first 5 days without reasonable justification.

9. Governing Board Review

The Governing Board must meet within 15 school days.

The panel will consider:

- Evidence from the Headteacher
- Representations from parents
- Pupil circumstances
- Equality and safeguarding considerations

The panel may:

- Uphold the exclusion
- Direct reinstatement

A written decision will be sent to all parties.

10. Independent Review Panel (IRP)

If the Governing Board upholds the exclusion, parents may request an Independent Review Panel.

The IRP may:

- Uphold the decision
- Recommend reconsideration
- Quash the decision and direct reconsideration

Where requested, a SEND expert will attend.

11. Safeguarding Considerations

Permanent exclusion may be a safeguarding matter.

The school will consider:

- Risk of exploitation or harm
- Alternative provision suitability
- Multi-agency involvement

Where appropriate, referrals will be made to safeguarding partners.

12. Pupils with SEND or Disabilities

The school will:

- Review whether behaviour is linked to unmet need
- Consider whether reasonable adjustments were made
- Consider whether an EHCP assessment is required
- Work with the Local Authority where appropriate.

13. Off-Site Directed Placement

Where appropriate, the school may use an off-site directed placement as an alternative to permanent exclusion.

An off-site directed placement may be used where:

- it is considered to be in the best interests of the pupil and the school community
- additional support or a different learning environment is required to address behavioural needs
- there is a risk of permanent exclusion without further intervention.

The placement will:

- be time-limited and regularly reviewed
- include clear objectives and success criteria
- remain the responsibility of St Matthew's RC High School
- involve regular communication with parents/carers
- be recorded on ARBOR.

Parents/carers will be informed in writing of:

- the reasons for the placement
- the duration and review arrangements
- the expectations for reintegration where appropriate.

The school will ensure that the placement is suitable, safe and provides appropriate education in line with statutory guidance.

14. Recording and Monitoring

All exclusions are recorded on ARBOR.

The school monitors:

- Suspension and exclusion rates
- SEND / disadvantaged pupils
- Patterns and trends

Data is reported termly to Governors.

15. Roles and Responsibilities

Headteacher

- Makes the exclusion decision
- Ensures the decision is lawful and proportionate

Governing Board

- Reviews exclusions
- Ensures compliance with statutory guidance

Local Authority

- Arranges alternative provision
- Supports reintegration where appropriate.

16. Reintegration (for Suspensions)

Following a suspension, the school will hold a reintegration meeting to:

- Review expectations
- Agree support
- Prevent recurrence.

17. Links to Other Policies

- Behaviour Policy
- Safeguarding and Child Protection
- SEND Policy
- Anti-Bullying Policy



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DIocese of  SALFORD

OUR MISSION

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