



Seamer and Irton CP School

Suspension and Exclusion Policy



Policy Name	Suspension and Exclusion Policy
Frequency of review	Annual
Governor lead	Mrs H Mallory
Lead member of staff	Mr R Webb
Reviewed on	September 2024
Reviewed by	Governing board
Next review	September 2025

Legislative Background

In addition to this policy, Headteachers, governing bodies, local authorities and independent appeal panels should have regard to DfE Statutory Guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)*

Related School Policies

- Positive Behaviour Policy
- Anti-bullying Policy
- Equality Information Policy and Statement

Types of Suspension/Exclusion

- **Fixed-Term Suspensions (FTS)** will be for a fixed number of school days. An individual fixed period suspension should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate back into the school afterwards. They must not exceed 45 school days in an academic year as either a single suspension or a number of shorter suspensions added together.

If a pupil receives more than 15 days of fixed-term suspension in a term, governors must meet to review the suspension. A school can suspend a pupil for lunchtimes but the school should make efforts to resolve any difficulties before using a suspension. In exceptional cases, a further fixed-term suspension or a permanent exclusion can be issued to follow the initial FTS. If this happens, the headteacher must write to the parent/carer to give reasons for the change.

- **Permanent Exclusions (PEX)** are issued when the headteacher believes a pupil should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm their education or welfare (or that of others in the school).

This type of exclusion must be reviewed at a meeting by a panel of governors. The pupil and parent/carer will have the opportunity to put their case at the meeting, can be represented by someone who can speak on their behalf and can be supported by a friend, if they wish. If governors agree with the Headteacher's decision to permanently exclude the pupil, pupil and parent or carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

Suspension/Exclusion as a Last Resort

A pupil will be suspended or excluded from school only as a last resort and as a result of serious and/or persistent breaches of the school's Positive Behaviour Policy *and* where allowing them to remain in school would be of serious detriment to the education or welfare of the pupil or others in school.

Other options should be investigated before resorting to a suspension or exclusion. The NYC [Ladder of Intervention](#) provides structured, step-by-step guidance for schools to support individual pupils who have social, emotional and mental health needs manifesting in challenging behaviour that could lead to a suspension or exclusion. The [guidance](#) details a graduated response to ensure early help is in place to support children and young people with social, emotional and mental health needs, including those that are at risk of suspension or exclusion.

Before taking the decision to suspend/exclude, the Headteacher should consider the following:

- **What whole-school approaches and provision are in place to support this pupil?**
e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc. *Are school policies inclusive or do they discriminate against particular pupils with specific needs?*
- **What measures or strategies has the school put in place to support this specific pupil?**
e.g. behaviour plan, specific learning support, mental health and wellbeing advice, etc. *Have support and intervention been put in place and has enough time been allowed for the intervention or support to take effect?*
 - ***If there have been multiple, repeat suspensions or historic exclusions for similar reasons (e.g. abusive behaviour, drug use, etc.) what has been put in place to successfully address the causes? Where the school is repeatedly suspending or excluding for the same reason, this could indicate unmet needs.***
 - ***What support has been sought from outside agencies, including the Local Authority? Through its universal and targeted provision, the LA provides access to a range of services. Has school accessed any of the following?***
 - SEND guidance (for pupils with Special Educational Needs or a Disability)
 - Ladder of Intervention
 - SEND Assessment (leading to an Education Health and Care Plan)
 - Local Inclusion Panel or the Pupil Referral Service (PRS)
 - Referral to the SEND Hub to support additional educational and/or social, emotional and mental health needs
 - Advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care
 - An Early Help (EH) Assessment and Action Plan

Grounds for Exclusion

In line with paragraph 11 of the statutory guidance, before excluding a pupil permanently, the Headteacher must be convinced that there is sufficient evidence that the pupil has committed a disciplinary offence *and* that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

Protocol – Investigation

Before deciding whether to suspend or exclude a pupil the Headteacher should:

- make sure that a thorough investigation has been carried out, consulting others if necessary;
- give the pupil a chance to say what happened;
- think carefully about the evidence available;
- ensure that any suspension is for the shortest time necessary;

- take into account the school's Positive Behaviour and Equality Information Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act;
- check whether bullying or racial or sexual harassment (or any other coercion) led to their actions

Protocol – Decision

When the headteacher takes the decision to suspend or permanently exclude a pupil they will, without delay, notify parents (verbally and in writing) and the local authority, regardless of the length of the suspension. If a pupil has a social worker, or if a pupil is looked-after, the headteacher will, also without delay after their decision, notify the social worker and/or VSH, as applicable.

Pupils who are suspended will receive work set by the class teacher within the first 5 days of their suspension, similarly pupils who are excluded will also receive work to complete within the first 5 days where they are not attending alternative provision, this may include remote learning through online platforms such as Purple Mash or Oak National Academy. All completed work should be returned to school as soon as possible (either electronically or on paper) for the class teacher to mark and provide feedback. The school's legal duties to pupils with disabilities or SEN remain in force and reasonable adjustments will be made to support all pupils with SEND during this period.

The headteacher will make regular welfare calls to the child's family throughout the period of suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Following a suspension or exclusion, a reintegration meeting between the headteacher, class teacher, parents and pupil will take place prior to the child returning to school. The aim of the meeting is to reflect on what went wrong, agree actions to prevent it happening again and to establish a fresh start where the pupil feels valued and welcomed back into the school.

If it is felt that it is in a child's best interest, a managed move may be suggested, which is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

All suspensions and exclusions are recorded on CPOMs.

The headteacher reserves the right to cancel exclusions or suspensions at anytime.

Local Authority Support

To ensure schools comply with statutory guidance issued by the DfE, the school will use forms, templates and model letters developed by the NYC Inclusive Education Service. These forms and the most up-to-date information and guidance on exclusions can be accessed via: <https://cyps.northyorks.gov.uk/exclusions>