

## Suspension and Exclusions Policy 2025/26

|                          |                  |                           |                 |
|--------------------------|------------------|---------------------------|-----------------|
| <b>Policy Number</b>     | ED/POL/012       | <b>Author/Reviewer</b>    | James Madine    |
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| <b>School</b>            | The Ryes College | <b>Headteacher</b>        | Daniel Lawrence |
| <b>Regional Director</b> | Kate Martin      | <b>Chair of Governors</b> | James Madine    |

### 1. Introduction

Our school provides specialist education for pupils whose needs sometimes manifest in challenging behaviour. Exclusion is a serious sanction, used only when essential to protect the education or welfare of the pupil or others. This policy sets out lawful, fair and transparent procedures for recording, analysing and implementing exclusions, suspensions, internal isolation and related measures.

This policy must be read in conjunction with the Positive Behaviour Policy, Safeguarding Policy, Attendance Policy and the DfE's Guidance on Working Together to Improve School Attendance (August 24). Although it is not a requirement for independent schools, this policy has considered the DfE's Guidance on Suspension and Permanent Exclusion (May 2023).

### 2. Scope and Aims

- Ensure exclusions and suspensions are legal, justified and a last resort.
- Promote consistent recording and rigorous analysis of all incidents.
- Support reintegration of pupils after exclusion or suspension.
- Develop and evaluate alternative strategies to exclusion.
- Safeguard the welfare of pupils at risk of exclusion or suspension.

This policy covers:-

- Fixed-term suspensions
- Temporary part-time timetables
- Recognition and prevention of unlawful suspensions and off-rolling

### 3. Definitions

- Suspension: removal of a pupil from normal lessons, either internally (on-site isolation) or externally, for a fixed period.
- Permanent exclusion: formal removal from the school roll as a last resort.
- Part-time timetable: a reduced timetable used only in very exceptional cases to meet specific needs, with clear return-to-full-time plans.
- Unlawful suspension: sending a pupil home or preventing attendance without following the formal suspension process.
- Off-rolling: removing or encouraging removal of a pupil from the roll for reasons primarily in the interests of the school.

### 4. Recording and Analysis

All incidents leading to exclusion, suspension or internal isolation must be logged on Arbor including:-

- Date, time and location of the incident
- Nature of the behaviour or breach
- Staff and pupil statements
- Type and duration of sanction

Termly reports will analyse:-

- Rates of suspension and permanent exclusion
- Patterns by pupil group, reasons and repeat incidents
- Trends indicating disproportionate use for individual pupils

Findings will inform behaviour strategies, professional development and safeguarding plans.

## 5. Suspension

A suspension may be considered for:-

- Serious physical aggression, threat or violence
- Repeated high-risk behaviours unresponsive to other strategies
- Possession of illegal substances or offensive weapons
- Intentional damage, arson or suspected criminal activity
- Repeated serious misuse of IT systems

Procedure:-

- Investigate thoroughly and give the pupil opportunity to respond.
- Record details of the suspension on Arbor and discuss with senior leader, even if it is a RADAR/CPOMS related incident that has led to the suspension
- Headteacher authorises and sets duration (normally 1–3 days and no longer than 5 days).
- Notify parents/carers by phone on the day, confirm in writing including:
  - Reason(s) and length of suspension
  - Parental right to make representations to the governing body
  - Arrangements for work and marking at home
  - Details of the time, date and location of the re-integration meeting
- Mark register with appropriate code with letter confirming the suspension saved in Arbor.
- Hold a re-integration meeting on day one back to agree support and future behaviour plan.

*Please refer to:-*

- *Appendix 1 for the school's exclusion decision flowchart.*
- *Appendix 3 for the school's suspension letter template.*
- *Appendix 6 for the school's re-integration meeting template.*

## **6. Temporary Part-Time Timetables**

In exceptional circumstances and in line with DfE attendance guidance:-

- Apply only where it benefits the pupil's engagement or welfare and in agreement with parent, carer or guardian
- Last for the shortest time necessary
- Never used to manage behaviour alone
- Require a documented plan from the outset for return to full-time education
- Inform the funding authority of the plan and intended review date
- For children known to social services consider if appropriate to inform known case officer of increased period of time out of school
- Be monitored weekly and reviewed fortnightly by the Headteacher and Regional Executive Headteacher and/or Regional Director.

Lack of clear return plans or inappropriate use may be deemed an unlawful suspension.

*Please refer to Appendix 5 for a template of the school's part-time table plan.*

## **7. Unlawful Suspension and Off-Rolling**

Unlawful suspensions occur when pupils are sent home without following formal procedures. Off-rolling involves removal from the school roll primarily for school benefit. Both practices are prohibited.

All pupils who are removed from the school roll, other than those in year 11 on the last Friday in June, must be approved by the Regional Director or Education Director. The only approved reason for a pupil being removed from the school roll would be:-

- When the placing local authority have given the school 28 days' written notice on the placement. The school remains responsible for ensuring the education and safeguarding of the child until the end date as listed on the admissions register.

It is possible that where there is a serious or persistent breach of the behaviour policy, a review of the EHCP with the placing local authority should be arranged. Here, with all required stakeholders and professionals, it may be agreed that:-

- Allowing the pupil to remain would seriously harm education or welfare of pupils or staff and/or
- Other strategies and support have been exhausted.

Where this is the case, the following procedure will apply:-

1. The Regional Director and/or Education Director will conduct a full investigation and consult with the local authority.
2. The Headteacher and/or SENDCO will ensure that there is an offer of interim support and alternative placement options whilst the local authority confirm an alternative school placement.
3. The DSL will ensure the pupil's safeguarding needs are addressed until a new placement is secured.

*Please refer to Appendix 4 for the school's checklist to unlawful suspension and off-rolling.*

## **8. Alternative Strategies to Exclusion**

The school will actively develop and use:-

- Restorative practice and mediation
- Managed moves or off-site direction (e.g. use of alternative provision) with clear pupil support plans
- Engagement with local support services (e.g. educational psychologists, family outreach)
- Inclusive curriculum adaptations and therapeutic interventions

## **9. Safeguarding Considerations**

When suspension or part-time timetables are under consideration, always:-

- Assess potential safeguarding risks, especially for vulnerable pupils
- Liaise with social care, local authority and multi-agency partners
- Document all decisions and follow-up actions in safeguarding records.

## **10. Monitoring, Reporting and Review**

- Senior leaders will review exclusion and suspension data each month.
- Governors' will receive termly reports on trends, patterns and effectiveness.
- Policy and procedures will be updated annually or when statutory guidance changes.

## **11. Roles and Responsibilities**

Headteacher:-

- Ensure lawful application of exclusions and suspensions.
- Communicate policy to staff, pupils and families.
- Oversee data analysis and reintegration strategies.

School Senior Leadership Team:-

- Support investigations and decision-making.
- Monitor part-time timetables and internal isolation.
- Coordinate alternative strategies and multi-agency referrals.

Parents/Carers:-

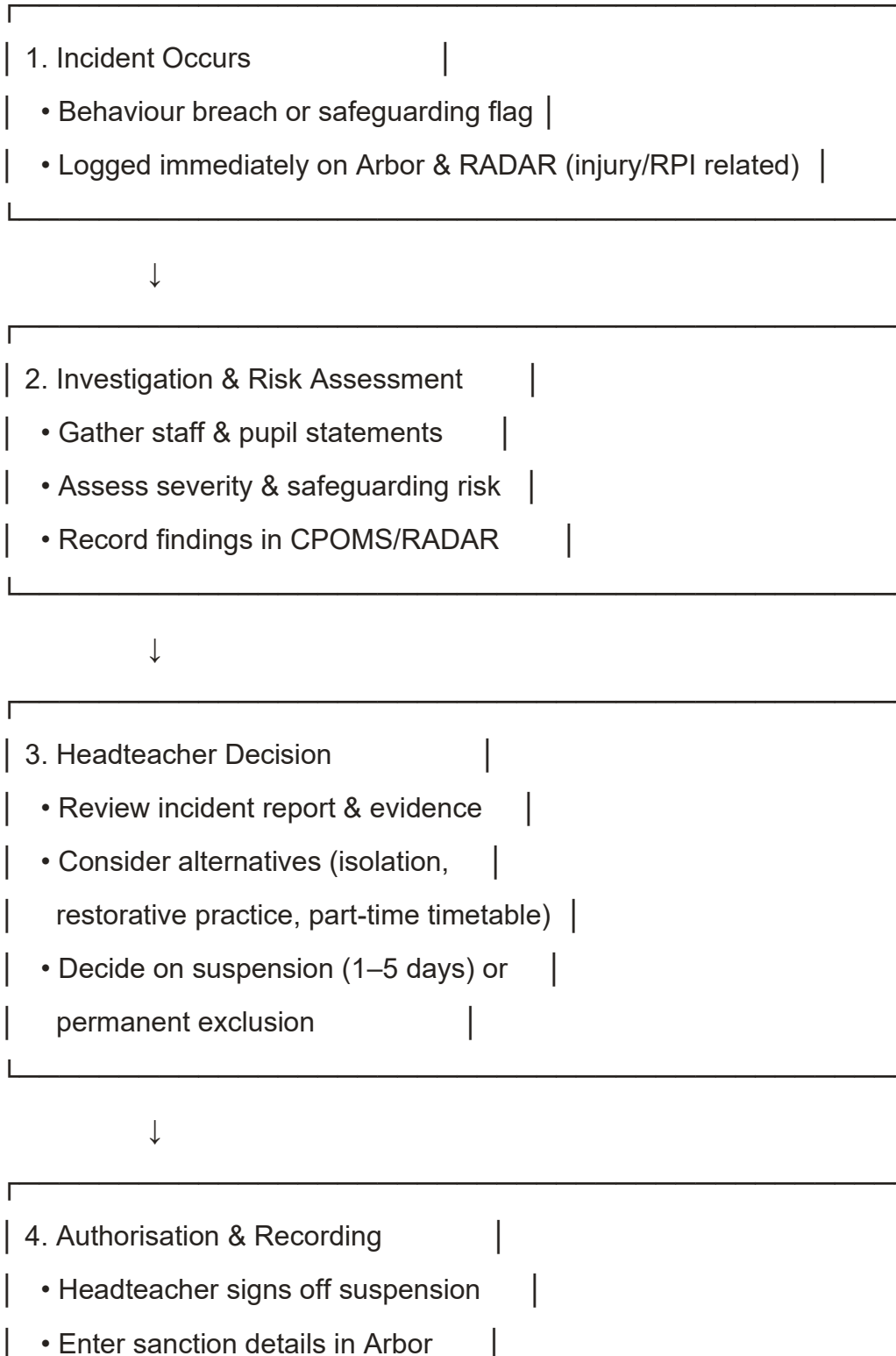
- Engage promptly in communication and re-integration meetings.
- Support pupil at home and uphold behaviour agreements.

Governors:-

- Review suspension and exclusion decisions as required.
- Monitor overall exclusion trends and hold leadership to account.

## Appendix 1: Exclusion Decision Flowchart

A visual flowchart mapping the steps from incident report through investigation, authorisation, parent/carer notification, and reintegration.



– dates, duration, reason code



#### 5. Parent/Carer Notification

- Phone call same day, followed by written letter (per Appendix 3)
- Include: reason, length, appeal rights
- Confirm work-at-home arrangements



#### 6. Provision of Work & Marking

- Online pack or printed homework
- Ensure marking/feedback on return



#### 7. Reintegration Meeting

- Held on pupil's first day back
- Use Appendix 6 agenda:
  - What happened?
  - What should change?
  - Agree behaviour targets & support



#### 8. Reintegration Plan & Monitoring

- Formal Support Plan (PSP) with

clear milestones

- Weekly check-ins and termly reviews

- Record updates in Arbor



#### 9. Follow-Up & Analysis

- Termly behaviour/exclusion report

to Governors

- Identify patterns (pupil group, time,

location)

- Update behaviour strategy & CPD

## Appendix 2: Behaviour Incident Report Form

Example form for staff to record date, time, location, witnesses, descriptions, immediate actions and follow-up steps.

### 1. Incident Details

- Date of incident: \_\_\_\_\_
- Time of incident: \_\_\_\_\_
- Location of incident: \_\_\_\_\_
- Reported by (staff name & role): \_\_\_\_\_
- Witnesses (names & roles): \_\_\_\_\_

### 2. Pupil Information

- Name of pupil involved: \_\_\_\_\_
- Year group / tutor group: \_\_\_\_\_
- Other pupils involved (names & roles): \_\_\_\_\_
- Staff involved (names & roles): \_\_\_\_\_

### 3. Description of Incident

Provide a clear, factual account of what happened, in chronological order. Include any triggers, pupil statements and observed behaviours.

### 4. Immediate Actions Taken

- Was pupil removed from class? Yes / No
- Time pupil entered isolation (if used): \_\_\_\_\_
- Time pupil returned to class or was collected: \_\_\_\_\_
- First-aid or medical treatment provided? Yes / No; details: \_\_\_\_\_
- Police or external agencies contacted? Yes / No; details: \_\_\_\_\_

### 5. Risk and Safeguarding Assessment

- Injury to pupil or others? Yes / No; details: \_\_\_\_\_

- Risk level: low / medium / high
- Safeguarding concerns identified? Yes / No; details: \_\_\_\_\_
- Immediate safeguarding actions taken: \_\_\_\_\_

## 6. Follow-Up and Support

- Behaviour policy breach category: \_\_\_\_\_
- Support strategies or reasonable adjustments implemented: \_\_\_\_\_
- Referrals to multi-agency partners or internal teams: \_\_\_\_\_
- Next review date: \_\_\_\_\_

Where a behaviour incident occurs – this is recorded on Arbor paperwork. If the incident leads to welfare issue or Restrictive Physical Intervention or a serious incident CPOMS and or Radar forms will be completed.

### Appendix 3: Suspension Letter Templates

Fixed-term suspension notification which includes sections for reasons, duration, parental rights, appeal process and reintegration arrangements.

The Ryes College  
Bures Road  
Assington, CO10 5NA  
01787  
[Date]

Parents/Carers of  
[Pupil Name]  
[Address]  
[City, Postcode]

Dear [Mr/Ms/Dr] [Surname],

Re: Suspension of [Pupil Name], Year [Year Group]  
Date of Birth: [DD/MM/YYYY]

We write to inform you that, following a thorough investigation into the incident on [date of incident], [Pupil Name] has been suspended from [School Name] for a fixed period of [number] school days. This decision has been taken under the school's Behaviour Policy because [brief description of behaviour or breach].

#### Period of Suspension

The suspension will commence on [start date] and end on [end date]. [Pupil Name] is expected to return to school on [return date].

#### Reason(s) for Suspension

- [Reason 1]
- [Reason 2]
- [Any other relevant detail]

#### Work and Learning Arrangements

During the suspension period, work will be provided via [online platform/homework pack]. Please ensure that [Pupil Name] completes all assigned tasks. If the suspension exceeds one school day, arrangements have been made for the work to be marked and returned within [number of days] days.

#### Parental Rights and Appeal Process

You have the right to make representations to the governing board about this suspension if:

- The suspension is longer than five consecutive school days in a single term.
- The suspension causes [Pupil Name] to miss a public examination or national curriculum test.

Representations should be made in writing to the Clerk to the Governors at [governor's email or postal address] by [deadline date]. The governing board will consider any representations you make but cannot overturn the decision if the suspension is for five days or fewer and does not affect public examinations.

#### Reintegration Meeting

We expect you and [Pupil Name] to attend a reintegration meeting on [date] at [time] with [Headteacher or designated staff member] to:

- Discuss the incident and reflect on what happened
- Agree clear behaviour targets and support strategies
- Plan next steps to help [Pupil Name] succeed on return

#### Attendance During Suspension

Please note that [Pupil Name] must not be present in any public place during school hours for the duration of this suspension unless there is a reasonable justification (for example, a medical appointment).

#### Record Keeping

A copy of this letter and all related documentation will be retained on [Pupil Name]'s file in [MIS system, e.g., Arbor/CPOMS].

Yours sincerely,

[Headteacher Name]  
Headteacher  
[School Name]

#### **Appendix 4: Unlawful Suspension / Off-rolling Checklist**

Use this checklist to confirm that any removal from the roll or restriction of attendance complies with formal procedures and prioritises the pupil's interests.

- Was the decision made under a legally recognised process (fixed-term suspension)?
- Has the headteacher's authorisation been documented with date, time and rationale?
- Have parents/carers been notified on the same day by phone and in writing, outlining reasons, duration and appeal rights?
- Is there a clear record of the governing body's role, including any meetings held or decisions taken?
- If a part-time timetable is in place, does it include:
  - A specific educational rationale?
  - A defined review schedule?
  - A clear plan and date for return to full-time provision?
- Has the pupil's safeguarding risk been assessed and documented before removal or timetable change?
- Were alternative strategies (e.g., internal isolation, restorative practice, managed move) considered and recorded?
- Are multi-agency referrals or support services (e.g., educational psychology, social care) engaged where needed?
- Has the pupil's voice been heard—through a meeting or written statement—before finalising any removal from the roll?
- Is there a reintegration or transition plan (even for permanent moves) detailing academic, emotional and social support?
- Are all records saved in Arbor under the correct codes, and is there an audit trail for every step?
- Has any action been checked against the DfE statutory guidance to confirm it does not constitute off-rolling?

## Appendix 5: Part-Time Timetable Plan

Pro forma detailing rationale, timetable breakdown, safeguarding considerations, review dates and clear return-to-full-time milestones.

\*\*Pupil Name:\*\* \_\_\_\_\_  
\*\*Year Group / Tutor Group:\*\* \_\_\_\_\_  
\*\*Date Plan Commenced:\*\* \_\_\_\_\_  
\*\*Anticipated Return to Full-Time:\*\* \_\_\_\_\_

### 1. Rationale and Objectives

- Educational rationale for reduced timetable (e.g., medical, emotional or behavioural need)
- Specific objectives (e.g., rebuild attendance; re-engage with core subjects; reduce anxiety)
- Expected duration of part-time provision

### 2. Timetable Overview

### 3. Safeguarding and Welfare Measures

- Risk assessment completed on \_\_\_\_\_ (date)
- Named safeguarding lead: \_\_\_\_\_
- Welfare checks (frequency and format)
- Transport arrangements and supervision to/from school

### 4. Support Strategies

- In-school support (e.g., mentor, learning support assistant)
- Therapeutic or pastoral interventions (e.g., counselling sessions)
- Curriculum adaptations or reasonable adjustments
- Multi-agency involvement (e.g., educational psychologist, CAMHS)

### 5. Monitoring and Review

- Weekly review meetings with pupil, parent/carer and key staff
- Metrics monitored: attendance percentage; engagement in sessions; wellbeing indicators
- Review dates:  
Week 1 \_\_\_/\_\_\_/\_\_\_;  
Week 2 \_\_\_/\_\_\_/\_\_\_;  
Week 3 \_\_\_/\_\_\_/\_\_\_;  
Week 4 \_\_\_/\_\_\_/\_\_\_

## 6. Reintegration Plan

- Criteria for increasing attendance (e.g., consistent engagement for two weeks)
- Steps to extend timetable (e.g., add one hour per week)
- Date for full-time return: \_\_/\_\_/\_\_
- Post-reintegration support (e.g., follow-up meeting after two weeks)

## 7. Authorisation

Headteacher / DSL Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Pupil Signature (where appropriate): \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Ensure this plan is filed in the pupil's record and regularly updated in Arbor.

## Appendix 6: Reintegration Meeting Agenda & Action Plan

Structured agenda for the re-admission meeting and a template to record agreed behaviour targets, support strategies and review dates.

### REINTEGRATION MEETING:

|                                                |                              |                            |
|------------------------------------------------|------------------------------|----------------------------|
| <b>NAME:</b>                                   | <b>Previous suspensions:</b> | <b>Current suspension:</b> |
| <b>YEAR:</b>                                   |                              |                            |
| <b>Previous Actions Taken (If applicable):</b> |                              |                            |
| •                                              |                              |                            |

|                                                                                                       |               |
|-------------------------------------------------------------------------------------------------------|---------------|
| <b>What happened?</b>                                                                                 |               |
| <b>What should have happened?</b> <i>Detail responses which include accountability by both party.</i> |               |
| <b>Pupil:</b>                                                                                         | <b>Staff:</b> |

|                                                                                                                                                                                                                                                                                                                                              |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>What have we learnt and what can we change?</b> <i>This needs to take account of knowledge each of the parties have gained from the previous sections so they understand how their actions have affected others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.</i> |               |
| <b>Pupil:</b>                                                                                                                                                                                                                                                                                                                                | <b>Staff:</b> |

|                                                                                                                                                                                                           |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>How can we change it?</b> <i>The response to this should form part of the pupil's support plan and agreed targets, so both pupil and staff know how to support achievement of successful outcomes.</i> |               |
| <b>Pupil:</b>                                                                                                                                                                                             | <b>Staff:</b> |

|                              |
|------------------------------|
| <b>Parent View/Comments:</b> |
|                              |

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|--|
|  |
|--|

|                                                 |
|-------------------------------------------------|
| <b>Date of next review meeting if required:</b> |
|-------------------------------------------------|

|                                                         |
|---------------------------------------------------------|
| <b>Is the PSP or risk assessment in need or review?</b> |
|---------------------------------------------------------|

| <b>Signed (pupil):</b> | <b>Signed (parent/carer):</b> | <b>Signed (staff):</b> |
|------------------------|-------------------------------|------------------------|
|                        |                               |                        |

Sometimes pupils find following a focused meeting very difficult. Documents used will reflect the incident.