

Local Procedure Title	Suspension and Permanent Exclusions
Service	Sketchley School
ACS Policy number and title	ACS 37 Suspension and Permanent Exclusions
Local Procedure template reference	ACS LP 37
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Local Procedure Author(s)	Daniel Morrison
Local Procedure Ratification	Checked and Approved by: Daniel Showler

1. Statement of intent - Exclusions

- Exclusion of a student from Sketchley School, Forest House, or Progression House will only be considered in the most serious circumstances. The primary concern is always the safety, welfare, and educational entitlement of all students and staff. Exclusion will be used only where allowing the student to remain in school would:
 - Seriously harm the education or welfare of the individual student.
 - Pose a significant risk to the safety or wellbeing of others.
 - Cause significant damage to property.
 - Disrupt the capacity of the school to provide a safe and effective learning environment.
 - The decision to exclude rests solely with the Head Teacher (or Acting Head Teacher in their absence), following careful consideration of all available information and consultation with relevant staff.

2. Fixed term exclusion

- Fixed-term exclusions are a last resort and will only be implemented when all other available strategies, interventions, and support systems have been explored and proven ineffective. They may be issued in cases involving:
 - Serious or persistent violent incidents.
 - Sustained disruption to learning despite multiple interventions.
 - Accumulated patterns of poor behaviour which undermine the progress of the student and others.
 - Parents will be notified by email and letter from the school
 - Fixed-term exclusions will be proportionate and time-limited, lasting no fewer than one day and no more than fifteen school days. During the exclusion period, the school will provide appropriate work for the student to complete at home to minimise disruption to their learning.
 - Students will return to school following a re-integration meeting with a member of SLT

3. Permanent Exclusion

Permanent exclusion will only be considered when:

- A student's behaviour presents a serious and ongoing threat to the safety of others.
- Persistent behaviours have not improved despite sustained, multi-agency intervention and individualised support.
- The school can no longer meet the student's needs within its specialist setting, and their placement is deemed inappropriate.
- Where permanent exclusion is considered, every effort will be made to explore a managed move to another suitable provision, with the involvement of parents/carers, local authorities, and other stakeholders.

4. 4. Principles for Students with Special Educational Needs and Disabilities (SEND)

- As specialist educational settings, Sketchley School, Forest House, and Progression House are committed to supporting children with Education, Health and Care Plans (EHCPs) or other identified special educational needs. Exclusion will only be considered in exceptional cases, and additional factors must be taken into account, such as:
- The impact of the student's disability or SEND on their behaviour.
- Whether appropriate adjustments and reasonable interventions have been implemented.
- Whether external agencies (e.g., CAMHS, local authority SEND team) have been engaged for additional support.

Where needs exceed what the school can provide, an emergency review of the EHCP will be called to reassess placement.

5. Support and Reintegration Following Exclusion

- When a student returns from a fixed-term exclusion, the school will ensure reintegration is managed sensitively and effectively. This will include:
- A reintegration meeting with parents/carers, the student, and key staff.
- A behaviour plan or Pastoral Support Plan (PBSP) to address the causes of exclusion.
- Additional mentoring, counselling, or therapeutic input where necessary.
- Clear targets and regular review meetings to monitor progress.

6. Evaluation and Monitoring

- The effectiveness and fairness of exclusions will be monitored regularly. Sources of evaluation will include:
- Student views – collected where appropriate through meetings or written feedback.
- Review of behaviour Plans (PBSPs) – assessing whether strategies were followed consistently.
- Family views – involving parents and carers in post-exclusion reviews.
- Professional judgement – from teaching staff, therapists, and external professionals.
- Staff views – including daily practitioners and senior leaders.
- Annual review documentation – including EHCP reviews and individual progress reports.
- Emergency annual reviews – to assess whether a placement remains appropriate.
- Incident logs and reports – analysing frequency, triggers, and patterns of behaviour.
- Safeguarding reports – ensuring exclusions align with statutory safeguarding duties.
- Regular monitoring reports will be shared with governors, senior leadership, and external agencies as required.

7. Roles and Responsibilities

- Head Teacher / Regional director (RD) – holds the final authority to exclude and ensures legal/statutory procedures are followed.
- Senior Leaders – support decision-making, ensure policies are consistently applied, and liaise with external agencies.
- Teaching and Support Staff – implement behaviour strategies, document incidents accurately, and provide ongoing support.
- Parents/Carers – work in partnership with the school to support reintegration and behaviour plans.
- Students – take responsibility for their actions, engage in reintegration processes, and contribute to reviews where appropriate.

Children's Services: Local Procedure Template

<p>- 8. Legal Framework</p>
<ul style="list-style-type: none">- This policy aligns with the following statutory guidance and legislation:-- DfE: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (2022)- Education Act 2002- Equality Act 2010- Children and Families Act 2014- SEND Code of Practice (2015)
<p>- 9. Policy Review</p>
<ul style="list-style-type: none">- This policy will be reviewed annually or sooner if changes in legislation, local authority requirements, or school circumstances necessitate. Feedback will be sought from staff, students, families, and other stakeholders during each review cycle.

Children’s Services: Local Procedure Template

Staff Checklist (Local Services may add additional items – this is a core list)		
When may suspension and permanent exclusion be considered?		How are records of the suspension/permanent exclusion maintained, and who does this?
How are behaviour expectations communicated to children & young people?		How are suspensions and permanent exclusions monitored?
Who can make the decision to suspend or permanently exclude?		Who handles any appeals?
How is the decision communicated, and who does this?		What processes are in place for readmission following a suspension?
How is the child/young person supported to leave the service?		Who is responsible for ensuring school work is provided as required?

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions