

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
Local Procedure date	5/5/26
Local Procedure review date	5/5/27
Local Procedure Author(s)	Daniel Morrison
Local Procedure Ratification	Checked and approved by: Daniel Showler

1. Statement of intent - Suspensions

Suspension of a student from Sketchley School 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. Suspensions 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. Suspension

- Suspensions 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
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) even if they have changed schools within that time.
- A series of fixed-period suspensions cannot be 'converted' into a permanent exclusion.
- If a child/young person has been suspended for a fixed period, the school will take reasonable steps to set and mark work for the first 5 school days. This may include the use of Virtual Learning Platforms.
- If the suspension is longer than 5 school days, the school in consultation with the local authority will arrange suitable full-time education from the sixth school day.
- Students will return to school following a re-integration meeting with a member of SLT

3. Permanent Exclusions

Permanent Exclusions 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.

Children's Services: Local Procedure Template

- 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. 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. Suspensions 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 Suspension

- When a student returns from a suspension, 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 Suspensions.
 - 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 suspensions 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-suspension 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 suspensions align with statutory safeguarding duties.
 - Regular monitoring reports will be shared with governors, senior leadership, and external agencies as required.

6.a Appeals and Independent Review Panels (Permanent Exclusions)

Governing Board Review of Exclusion

When a pupil is permanently excluded, or when a suspension results in the pupil missing more than 15 school days in one term.

At Aspris- The Regional Director (As Chair of Governors) will consider such appeals. There may be operational reasons where it is appropriate for a Regional Director from another part of the division to consider the appeals/representation.

Parents have the right to make representations at this meeting, either in writing and/or orally. The Regional Director must consider whether the decision to exclude was lawful, reasonable, procedurally fair, and in accordance with statutory guidance.

Right to Request an Independent Review Panel (IRP)

Where the Regional Director upholds a permanent exclusion, parents (or the pupil if aged 18 or over) have a statutory right to request an Independent Review Panel. The definition of "parent" is

Children's Services: Local Procedure Template

broad and includes birth parents, adoptive parents, foster carers, and any person with parental responsibility or who has care of the child.

Parents must submit their request for an IRP within 15 school days of receiving notice of the Regional Directors decision not to reinstate. Requests made outside this timeframe cannot be accepted unless linked to the outcome of a discrimination claim under the Equality Act 2010.

Parental Rights During the IRP Process will be led by Aspris policy and go through the complaints procedure.

Equality and Discrimination Claims will also be led by Aspris policy

7. Roles and Responsibilities

- Suspensions may only be authorised by the Headteacher and must in every case be given approval by the Regional Director, and in the case of permanent exclusion, the Chief Operating Officer (Education)
- Suspensions may only be authorised by the Headteacher and must in every case be given approval by the Regional Director, and in the case of permanent exclusion, the Chief Operating Officer (Education) as per Aspris policy.
- 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.

Legal framework (England)

Schools must act in accordance with:

- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (DfE statutory guidance)
- Education Act 2022 and associated Regulations (reflected in the guidance)

The duties below are statutory, not optional.

Written notification to parents / carers

Duty to notify

The headteacher must notify parents in writing, without delay, on the same day or as soon as reasonably practicable after the decision to suspend or permanently exclude.

Method

- Written notification may be electronic only where parents have agreed to receive notices in this way.

Mandatory content of the written notice

The letter must include:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension (number of school days) or confirmation that it is permanent
- The start and end date (if a suspension)

Looked-After or Previously Looked-After Children

If the pupil is looked after or previously looked after, the notice must reflect enhanced procedural protections and the involvement of relevant professionals.

Written notification to the Local Authority

When notification is required

The headteacher must notify the local authority, without delay and in writing, of:

- Any permanent exclusion
- Suspensions which bring the total to more than 5 school days in a term

Children's Services: Local Procedure Template

- Any suspension or exclusion of a looked-after child.

Written notification to the social worker

When this applies

Where a pupil has a social worker, the headteacher must inform the social worker in writing, without delay, of:

- Any suspension
- Any permanent exclusion
- Any cancellation of an exclusion.

Rationale

This is a safeguarding duty, ensuring:

- Immediate awareness of changes in the pupil's educational placement
- The opportunity for the social worker to contribute to decision-making and reintegration planning.
- That students remain safe and are always safeguarded, during suspensions and exclusions.

Special additional notification duties

Virtual School Head (VSH)

If the pupil is looked after or previously looked after, the headteacher must also notify the Virtual School Head without delay in writing.

Cancellation of exclusions

If an exclusion is cancelled, the headteacher must notify all the same parties (parents, LA, social worker, VSH where applicable), giving reasons, without delay.

Key compliance risks for schools

Failure to meet written notification duties may:

- Render the exclusion procedurally unlawful
- Undermine safeguarding obligations
- Trigger successful challenges at governing board or Independent Review Panel
- Expose the school or trust to judicial review or complaint.

In summary

Statutory written notification is mandatory, time-critical, and content-specific. Parents, the Local Authority, and social workers each have legally defined roles, and omissions or delay can invalidate the exclusion process

8. Legal Framework

- This policy aligns with the following statutory guidance and legislation:
- DfE: Suspension and Permanent Exclusions 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)

9. Policy Review

- 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

Children’s Services: Local Procedure Template

Staff Checklist (Local Services may add additional items – this is a core list)		
When may suspension and permanent exclusions be considered?		How are records of the suspension/permanent exclusions 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