

<b>Local Procedure Title</b>	<b>Suspension and Permanent Exclusions</b>
<b>School/ College</b>	<b>Tor View School</b>
<b>ACS Policy number and title</b>	<b>ACS 37 Suspension and Permanent Exclusions</b>
<b>Local Procedure template reference</b>	<b>ACS LP 37</b>
<b>Local Procedure date</b>	May 2026
<b>Local Procedure review date</b>	May 2027
<b>Local Procedure Author(s)</b>	Nicola Cutler
<b>Local Procedure Ratification</b>	Checked and Approved by: SLT

### 1. Policy Statement

Tor View School is a specialist setting for pupils with Special Educational Needs and Disabilities (SEND), many of whom have experienced trauma and/or present with neurodivergent profiles, including autism.

The school operates a trauma-informed (TIS) and autism-informed (NAS aligned) approach, recognising that:

- Behaviour is a form of communication
- Dysregulation reflects underlying need or distress
- Relationships and emotional safety are central to engagement and learning

As a result, the school does not use suspension or permanent exclusion as a behaviour management strategy.

Instead, the school is committed to:

- Maintaining placement stability
- Supporting children to remain in education
- Meeting needs through understanding, adaptation, and therapeutic intervention

This aligns with the school's ethos, statutory responsibilities, and commitment to inclusive practice.

### 2. Legal and Statutory Framework

This policy has regard to:

- DfE "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England" (September 2023, current 2026)
- Equality Act 2010 (particularly disability discrimination and reasonable adjustments duties)
- SEND Code of Practice (2015)
- Independent School Standards (ISS):
  - Part 3 – Welfare, Health and Safety
  - Part 6 – Provision of Information
- Human Rights Act 1998

The Headteacher retains the legal authority to suspend or permanently exclude a pupil.

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However:

At Tor View School, exclusion is not used in practice due to our specialist, therapeutic and relational approach.

### 3. Principles Underpinning Practice

#### 3.1 Trauma-Informed Approach (TIS)

- Behaviour is understood through the lens of trauma and attachment
- Staff prioritise connection, co-regulation, and emotional safety
- Responses are predictable, calm, and non-punitive
- The focus is on repair and restoration, not sanction

#### 3.2 Autism-Informed Practice (NAS aligned)

- Recognition of:
  - Sensory processing differences
  - Communication needs
  - Anxiety and cognitive load
- Support includes:
  - Structured, predictable environments
  - Visual communication systems
  - Reduced demands during dysregulation
  - Individualised approaches

#### 3.3 Equality and Inclusion

- All pupils are protected under the Equality Act 2010
- The school actively avoids:
  - Discriminatory practice
  - Unlawful or informal exclusion
- Reasonable adjustments are embedded at all levels of provision

### 4. Prevention: Avoiding Suspension and Exclusion

The school adopts a proactive, preventative approach through:

#### 4.1 Individualised Provision

- EHCP-driven planning
- Personalised learning pathways
- Flexible timetables where required

#### 4.2 Therapeutic Support

- Speech and Language Therapy
- Occupational Therapy

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- Play therapy and relational approaches
- Access to wider multidisciplinary input

### 4.3 Positive Behaviour Support

- Functional assessment of behaviour
- Proactive planning and risk reduction
- Co-regulation strategies

### 4.4 Environmental Adaptation

- Low-arousal environments
- Access to safe/regulation spaces
- Sensory-informed classrooms

### 4.5 Skilled Staff

- Training in:
  - Trauma-informed practice (TIS)
  - Autism support (NAS principles)
  - De-escalation and regulation

## 5. Prohibited Practice: Informal or Unlawful Exclusion

The school strictly prohibits:

- Sending pupils home to “cool off”
- Part-time timetables used as a behavioural sanction
- Unrecorded or unofficial removal from education

Any reduced timetable:

- Must be agreed with parents/carers
- Must be time-limited and reviewed regularly
- Must be clearly documented as a support strategy (not exclusion)

This ensures compliance with statutory guidance and safeguarding expectations.

## 6. Response to Significant Behaviour Incidents

Where behaviour presents significant challenge or risk:

### 6.1 Immediate Response

- Ensure safety of all
- Reduce demands and stimulation
- Use co-regulation and de-escalation

### 6.2 Post-Incident Support

- Regulate and reconnect with the pupil

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- Restore relationships where appropriate
- Avoid punitive responses

### 6.3 Reflective Review

- Identify triggers and unmet need
- Review support plans and risk assessments
- Adjust provision accordingly

## 7. Alternative to Suspension: Supportive Regulation and Separation

Where a pupil requires space or reduced input, the school may implement:

### Supportive Separation (Internal)

- Short-term removal from a situation to support regulation
- Delivered within the school environment
- Supported by trusted adults

### Adapted Provision

- Temporary timetable adjustments
- Increased 1:1 support
- Targeted therapeutic intervention

These approaches:

- Are non-punitive
- Are based on need, not sanction
- Are clearly communicated with parents/carers

## 8. Exceptional Circumstances

In the highly unlikely event that suspension or permanent exclusion is considered:

The school will ensure:

- All reasonable adjustments have been made
- A full record of interventions is in place
- Multi-agency involvement has occurred

The decision will be:

- Lawful
- Reasonable
- Proportionate

The school will:

- Inform parents/carers without delay
- Notify the Local Authority and relevant bodies as required
- Follow all procedural requirements set out in DfE guidance

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### 9. Recording, Monitoring and Governance

The school maintains robust oversight through:

- Incident recording and analysis
- Behaviour and safeguarding monitoring
- SLT review and quality assurance
- Reporting to governors/proprietor

This ensures:

- Transparency
- Accountability
- Continuous improvement

### 10. Impact Statement

The school's approach ensures that:

- Pupils remain in education and maintain continuity
- Behaviour is addressed through understanding, not exclusion
- Vulnerable learners are protected from further disadvantage

The absence of suspensions and permanent exclusions reflects the effectiveness of the school's trauma-informed and autism-informed practice.

### 11. Links to Other Policies

This policy should be read alongside:

- Behaviour and Relationships Policy
- Safeguarding Policy
- SEND Policy
- Equality and Accessibility Plan
- Positive Behaviour Support documentation

### 12. Policy Review

This policy will be reviewed annually, or sooner if required, to reflect:

- Changes in statutory guidance
- Developments in best practice
- School evaluation and monitoring

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<b>Contents Checklist</b> (Local Schools/ Colleges may add additional items – this is a core list)			

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When may suspension and permanent exclusion be considered? Consideration should be given to preventative measures and alternative strategies, such as restorative practices, mentoring, or counselling, to avoid suspension or exclusion. The need for suspension or exclusion should be considered only after exploring all other interventions	
How are records of the suspension/permanent exclusion maintained, and who does this? Records should be kept up to date and include detailed documentation of the suspension or exclusion decision, including reasons, outcomes and meetings. The person responsible for maintaining these records should ensure compliance with legal and regulatory requirements.	
How are behaviour expectations communicated to children & young people? Clear behaviour policies and expectations should be communicated to students at regular intervals, using various mediums (e.g., assemblies, inductions, written policies). The expectations should be supported by positive behaviour interventions and strategies.	
How are suspensions and permanent exclusions monitored? Suspensions and exclusions should be monitored regularly to ensure that patterns and trends are identified early. This can include the monitoring of multiple suspensions, reviewing individual behaviour plans, and working closely with external agencies, such as social workers, educational psychologists, or mental health professionals.	
Who can make the decision to suspend or permanently exclude? The Headteacher is responsible for making decisions regarding suspension or permanent exclusion, although they should consult with relevant staff, such as the Regional Director, in cases involving serious or long-term exclusions.	
<ul style="list-style-type: none"> <li>Who handles any appeals? Appeals should be handled by an impartial and independent body, such as the school's Regional Director or member of the Quality Team or a designated appeal panel, which should review the decision and ensure that it was fair, consistent, and in line with statutory guidelines. For England, ensure there is the option that an Independent Review Panel process is available led by the Chair of Governors which is a statutory compliance aspect for pupils with EHCPs. This includes parents requesting a SEN expert to act on their behalf.</li> </ul>	
How is the decision communicated, and who does this? The decision should be communicated in a timely and professional manner. The Headteacher should contact parents/carers by phone or in person, followed by a formal letter sent via email and post. The communication should explain the reasons for the suspension or exclusion and provide relevant details regarding the process and next steps.	
What processes are in place for readmission following a suspension? A readmission meeting should be arranged to support the pupil's reintegration, with input from parents/carers, teachers and relevant professionals. An individualised reintegration plan should be developed to ensure that the pupil receives the support they need to re-engage with school successfully.	
How is the child/young person supported to leave the school/college? Support should be provided to the pupil/learner during the suspension or exclusion process, including ensuring that they receive any work set during this period. For permanent exclusions,	

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alternative education provisions should be explored and the pupil should be given clear information about their next steps.	
Who is responsible for ensuring school/college work is provided as required? It is the responsibility of the school/college to ensure that appropriate work is provided during a suspension. This includes setting work that aligns with the pupil's current curriculum and ensuring that there are arrangements for the work to be marked. Online pathways may be considered as an alternative where appropriate.	
Risk Assessment and Welfare Considerations: A risk assessment should be conducted prior to any suspension or exclusion to ensure the safety and welfare of the pupil and others. Special attention should be given to vulnerable pupils, including those with Special Educational Needs (SEN), Looked After Children (LAC) and those with a history of trauma.	
Engagement with External Agencies: External agencies, such as social workers, SEND workers, and mental health professionals, should be involved in the decision-making process, particularly for vulnerable pupils. This ensures a holistic approach to addressing the pupil's needs.	
Timeliness and Documentation of Procedures: The suspension or exclusion process should be carried out in a timely manner, with clear deadlines for notifying all parties involved. Documentation of each decision should be kept up to date and in line with legal and regulatory requirements.	
Parental Involvement and Support: Parents/carers should be involved throughout the process. Clear and respectful communication should be maintained, and support should be offered to them, particularly in terms of attending meetings, understanding the decision, and being involved in reintegration planning.	
Compliance with Legal and Regulatory Requirements: The school must ensure that it is fully compliant with all relevant legislation, including updates or changes to suspension and exclusion policies. This includes adherence to guidelines such as the Education Act 2002, the Children Act 1989, and the Equality Act 2010 for example in England or equivalent in Wales and Scotland.	
Individualised Plans for Reintegration: When a pupil returns from a suspension, an individualised reintegration plan should be put in place. This plan should address the pupil's specific needs and provide a structured approach to re-engagement with school/college life. Parents/carers should be involved in the planning process, particularly for pupils under 18.	
Ongoing Monitoring and Review: After a pupil's return, their progress should be monitored closely to ensure that further interventions are put in place if necessary. Regular reviews of the suspension/exclusion policy should be conducted to ensure its effectiveness and that it is aligned with best practices.	

### Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions