

Local Procedure Title	Suspension and Permanent Exclusions
Service	Sheridan
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)	Vicki Fusco
Local Procedure Ratification	Checked and Approved by: Phil Ringsell

1. What is an exclusion?

Suspension

- A suspension is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school.
- If a child has been suspended, schools should set and mark work for the first 5 school days.
- If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a Student referral unit.

Permanent exclusion

- Sheridan School does not permanently exclude students and if it is deemed Sheridan School is not able to meet the behavioural needs of a student and/or it is to the detriment of other students within school then the process of ending a placement will start.

2. The Law

- All suspensions are covered by primary legislation, regulation and statutory guidance. The most used and referred to is the 2012 Exclusion Guidance.
- The guidance, which must be adhered to by everyone involved in the suspension process. It also makes clear that disruptive behaviour can usually be an indication of unmet needs, and schools should try to identify this need before moving towards a suspension.

3. Unlawful Suspensions

- Sending students home to 'cool off'.
- Arranging for parents / carers to collect their young people early so 'they do not get into any further trouble'.
- 'They are not having a good day'.

All of these scenarios are unlawful, regardless of whether they occur with the agreement of parents/carers.

Any suspension of a student, even for a short period of time, must be formally recorded and will form part of the school's official suspension statistics.

4. Responsibility

- The decision to suspend, in whatever form it takes, can only be initiated by the Head of School/Head Teacher who must notify the parent or carer of the reasons for the suspension and the length of time it will be in force.

- The 2015 Government White Paper, *Education Excellence Everywhere*, states that "Schools should have financial penalties imposed if they have illegally excluded (suspended) a child".

5. Ending a Placement

- Ending a placement at Sheridan School follows a systematic process.
- The local authority, parent/carer and the Head of School can initiate the process of a placement ending.
- Before a final decision has been made to end a placement the following must take place:
- An emergency professionals meeting to include parents/carers must be called to discuss the current difficulties and reasons behind why the placement is in jeopardy.
- An EHCP Review will take place, early if needs be, to ascertain an up to date review of education, health and care needs.
- Following on from the above meetings; additional strategies and resources must be considered before a final decision is made to end the placement.
- The additional strategies and resources will be trialled for a period of four weeks to enable a 'fair' opportunity for any new strategy or resource to help support the student.
- After the four week period; another meeting will be held with parents/carers and professionals where a final decision will be made as to the suitability of the placement.

6. Summary

- Sheridan School will only consider suspensions in the most extreme of circumstances. These include:
- **Unprovoked physical and/or sexual assault upon a student and/or member of staff.**
- **Physical assault that has resulted in serious injury to a student and/or member of staff.**
- **Behaviour exhibited by a student that places students and/or staff at significant risk of harm.**
- **Weapons that have been brought into school with the intent of causing harm to others.**
- **The use of weapons during the physical assault.**
- **Damage to the school premises that has resulted in an area being unsafe and/or is unusable until repairs are undertaken.**
- **Dangerous behaviour in school vehicles that has placed other students and staff at risk of significant harm.**
- **Bringing drugs and/or alcohol onto school premises.**
- **Using drugs and/or alcohol on school premises.**
- **If it is deemed a student arrives to school under the influence of drugs and/or alcohol.**
- The behaviour, age and cognitive understanding, severity of attachment needs will all be considered when and if issuing fixed term exclusions.
- Every effort and behaviour strategy and the consideration of alternative options such as reduced times tables and/or outreach education will be considered as an alternative to suspension.
- Sheridan School will not permanently exclude students. If it is deemed a student's behaviours are such that they place themselves at significant risk or risk significant harm towards others, albeit physically and/or emotionally both staff and/or peers, then the process of serving notice on a student will be given. This is only after all additional means of support have been taken by Sheridan School to ensure the safety of the student, their peers and staff have been taken and evidenced they have not worked.
- We will ensure all procedures and regulations are correctly implemented and adhered to.

Children's Services: Local Procedure Template

Contents Checklist (Local Services may add additional items – this is a core list)		
<p>When may suspension and permanent exclusion be considered?</p> <p>Behaviours that place a student, fellow peers and staff at significant risk of harm.</p>	<p>How are records of the suspension/permanent exclusion maintained, and who does this?</p> <p>The Head of School/Head Teacher maintains the suspension log. There is a folder kept in a secure cupboard containing suspension letters and re-integration meeting minutes. All suspension letters and re-integration meeting minutes are uploaded onto the school MIS Engage.</p>	
<p>How are behaviour expectations communicated to children & young people?</p> <p>Students play an active role in the setting of targets for improving behaviour choices. Students also have social skills and PSHE lessons incorporated into their timetable where being able to make positive choices with their behaviour is taught. Positive behaviour choices are directly linked to the reward programme for each student, so they are aware of what they are working towards.</p>	<p>How are suspensions and permanent exclusions monitored?</p> <p>Suspensions are tracked via incident recording on Sheridan School's MIS, called Engage and also on the attendance data. Suspensions are logged in the suspension file, giving reason and action taken also noting what alternative strategies and means of support have been implemented before the decision has been made to issue the suspension.</p>	
<p>Who can make the decision to suspend or permanently exclude?</p> <p>The Head of School/Head Teacher can only make the decision to issue a suspension.</p>	<p>Who handles any appeals?</p> <p>The Head of School/Head Teacher will initially manage any appeal against a suspension. If the outcome from the appeal is not to the satisfaction of the parent/carer then the parent/carer can formally address, in writing, their objection to the Operations Director. Gabrielle O'Meara</p>	
<p>How is the decision communicated, and who does this?</p> <p>Once the decision has been made that a suspension is the only viable option, the parent/carer will be telephoned by the Assistant Headteacher explaining the reason behind the suspension and the number of days the suspension is for. A formal letter sent by the Head of School/Head Teacher explaining the reason behind the suspension and the number of days the suspension is for will be sent on the day of the suspension.</p>	<p>What processes are in place for readmission following a suspension?</p> <p>A meeting will be held with the student and parent/carer at the end of the suspension, this is called a reintegration meeting. The behaviour that caused the suspension would be discussed and alternative behaviour choices would be raised. A restorative approach to the behaviour will be taken and this may well involve talking to the student or member of staff that were impacted by the negative behavioural response. Behaviour contracts may be considered.</p>	
<p>How is the child/young person supported to leave the service?</p>	<p>Who is responsible for ensuring school work is provided as required?</p>	

Children's Services: Local Procedure Template

The parent/carer would be asked to take the student home after the reintegration meeting.		The Head of School/Head Teacher would instruct the student's class teacher to send work home.	
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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions