

POLICY

Suspension & Permanent Exclusion (England)

Exclusion (Wales and Scotland)

Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

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Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

“Our vision is to create a safe and caring community where there is a passion for learning and mutual respect for all. Young people have the opportunity to develop to their full potential in the preparation for their future life”

At Northampton School, a fundamental brief is that all young people are entitled to achieve their full potential, at whatever level this may be. Pupils are supported to develop socially and emotionally, manage their behaviour accordingly and recognise the benefits derived from a physically active lifestyle.

Northampton School Core Values: BRAVE

Behaviour

Resilience

Activity

Vocation

Education

Northampton School will aim:

- Providing an education environment that allows some flexibility for a differentiated curriculum in line with all students learning needs
- To provide an environment in which all of its members feel safe, valued and respected.
- To design education to enable pupils, individually and collectively, to take control of their lives.
- To be a place of learning, where all pupils are encouraged to become independent and effective members in their own right, in order to realise their full potential.
- Underpinning the above is the desire to prepare pupils for one, or more of the following
 - Further education and study
 - Employment or apprenticeship
 - Independent or supported living
- To gain the skills required to contribute to society and be responsible citizens

2. Purpose

This policy applies to Northampton School and sets out the principles, expectations and strategies used to promote positive behaviour, emotional regulation and positive relationships for pupils with Social, Emotional and Mental Health (SEMH)

It provides a universal framework and outlines the expectations that apply to:

- Guides all staff
- Supports senior leadership decision-making
- Provides clarity for learners, parents/carers, and external partners
- Ensures consistency across all sites

- Demonstrates compliance with statutory, safeguarding and data protection responsibilities

This policy helps **Northampton School** meet its legal duties, uphold safeguarding responsibilities, and maintain a safe and purposeful environment for learning. It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

3. Scope

This is an organisational policy that applies across all sites, services and education functions.

It establishes the universal standards that every site must follow. Each site implements the policy in line with the correct national legislative framework and regulatory requirements, as summarised in **Appendices A–C**.

4. Local Adaptation Requirement

All local content must be:

- Accurate
- Up to date
- Fully aligned with the universal standards in this policy
- Consistent with the statutory expectations of the nation in which the site operates

Where no local equivalent exists, the universal content applies in full.

5. Legal and Regulatory Context

Every site operates under the statutory requirements, safeguarding duties and inspection arrangements of its home nation. Universal standards are applied consistently, while national variations are addressed in **Appendices A–C**.

Terminology:

- **England:** *Suspension* (temporary), *Permanent Exclusion* (permanent)

6. Reasons for Suspension/Exclusion

Suspension/Exclusion **last resort** and may only be considered when:

- There is significant damage to property
- Behaviour requires significant intervention and supportive strategies have been exhausted
- There is a serious breach of site behaviour policies



- Allowing the learner to remain on site would seriously harm the education or welfare of the learner or others
- Decisions must be proportionate and evidenced with clear rationale

7. Procedures for Suspending/Excluding a Learner

The **Headteacher/Principal** must:

- Carry out a full, fair investigation and ensure the learner has the opportunity to give their account
- Consider reasonable adjustments for learners with SEND/ALN/ASN
- Consider care-experienced status and safeguarding implications
- Consult relevant staff (but not anyone involved in the review/appeal process)
- Ensure compliance with the Equality Act 2010 and national safeguarding frameworks
- Assess whether the incident was provoked or influenced by contextual factors
- Reach a decision on the balance of probabilities

8. Notification and Appeals Process

Immediate Notification

The site must:

- Contact parents/carers (or the learner if over 18) without delay by telephone
- Follow this with written confirmation within one school day

The written notification must include:

- Dates and duration of the exclusion/suspension
- Reason(s)
- Rights to make representations and appeal
- Key contact details (Headteacher/Principal or Regional Lead)
- Return arrangements and work/learning provision

Appeal Rights and Timescales

- Parents/carers have one week from the date of the letter to submit an appeal in writing
- Appeals will be heard by the Proprietor Representatives, normally within three weeks
- Parents/carers may bring a representative
- All papers relied upon by the school/college must be shared in advance

Access to Records

Parents/carers may request the learner's record. The site must comply within 15 school days — but in exclusion/suspension cases, sites should respond promptly.

Confidentiality

Suspension/Exclusion are confidential and shared only with those who need to know in order to safeguard learners, ensure fairness or meet statutory duties.

9. When Suspension/Exclusion Is Not Appropriate

Suspension/Exclusion must **never** be used for:

- Minor issues such as incomplete homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Situations where the learner is being punished for parental actions

10. Responsibilities Following a Decision

The **Headteacher/Principal** must:

- Notify the learner (and parents/carers, where appropriate)
- Inform relevant professionals (Registered Manager, Social Worker, Virtual School Head, Welfare Lead, Head of Education)
- Ensure SLT communicates key details (type, duration, return arrangements, rights of appeal)
- Send formal written confirmation
- Notify the Local Authority (where required) and complete LA-specific documentation
- Report permanent affecting public examinations to the LA **within one working day**
- For care-experienced learners, notify the placing authority's social services **immediately**

11. Types of Suspension/Exclusion

Permanent Exclusion

Used only for the most serious breaches and when allowing the learner to remain on site would seriously harm the education or welfare of others.

- Must not exceed 45 school days in a single academic year
- Should be as short as possible (typically 1–3 days)
- Indefinite exclusions are unlawful

Substance or Alcohol-Related Incidents

- Decisions must be consistent with the site's Alcohol and Substance Misuse Policy
- Specialist advice must be sought
- Permanent exclusion considered only in the most serious cases

12. Alternatives to Suspension/Exclusion

Before considering exclusion, sites must explore appropriate alternatives, including:

- Pastoral Support Plans
- Restorative approaches
- Outreach or alternative provision

- Early Help/Early Intervention

13. Decision-Making Authority

Only the **Headteacher/Principal** or the most senior leader acting in their absence, may authorise exclusion/suspension For Cambian Northampton School , this would be the Deputy Head Teacher or the Pastoral Lead in the Head Teacher's absence.

This decision is made in consultation with the Regional Lead and cannot be routinely delegated.

14. Education During Exclusion / Suspension

Learning must continue. Sites will:

- Provide physical or digital work
- Share resources via agreed platforms (e.g., Seesaw, secure portals, school websites)
- Expect completed work to be returned for assessment

Refer to the Remote Learning Policy for the full pathway.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

Appendix A

Legislation, guidance and regulatory framework underpinning Suspension and Permanent Exclusion in England.

Suspension and Permanent Exclusion: Statutory Guidance (DfE)

- **Means:** Statutory guidance on **suspension (temporary)** and **permanent exclusion** for schools/PRUs, setting definitions, thresholds, notifications, governing board/IRP processes and timescales.
- **Requires:** Headteacher/Principal uses lawful, proportionate processes; issues letters “without delay”; senior leaders meet national deadlines; complete records available for inspectors.
- **Our stance:** England sites follow this guidance in full and use organisation templates that mirror its content and timelines.
- **Implementation example:** Case file contains investigation notes, decision rationale, compliant letters, governing board/IRP minutes, and a reintegration plan.
- **Links:** <https://www.gov.uk/government/publications/school-exclusion>

Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for schools and under 18s in colleges; exclusion decisions must align with safeguarding culture, DSL oversight and information-sharing duties.
- **Requires:** DSL review of risk/vulnerability; secure recording; timely referrals where thresholds are met; inspectors triangulate exclusion decisions with safeguarding evidence.
- **Our stance:** DSL/DSP reviews every proposed suspension/exclusion and signs the recorded risk considerations.
- **Implementation example:** Exclusion pack includes DSL risk note and any multi-agency contacts or referrals.

- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010: Advice for Schools (DfE)

- **Means:** Departmental guidance on applying Equality Act duties to school decisions, including **non-discrimination** and **reasonable adjustments** relevant to exclusions.
- **Requires:** Decisions explicitly consider protected characteristics and adjustments; inspectors expect written equality reasoning in the decision record.
- **Our stance:** Decision forms include an equality/adjustments checklist completed before confirmation of exclusion.
- **Implementation example:** File shows what adjustments were tried/considered and why exclusion remained proportionate.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice (0–25)

- **Means:** Statutory guidance on identifying/meeting SEND; requires proper consideration of needs, EHC plans and reasonable adjustments before exclusion.
- **Requires:** Evidence of graduated response and support planning; inspectors check consistency with SEND duties where excluded learners have SEND.
- **Our stance:** England sites evidence the support sequence and, where relevant, EHC links prior to exclusion.
- **Implementation example:** Pack contains SEN plan/EHC excerpts, reviews, and rationale for last-resort decision.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Education (Independent School Standards) Regulations 2014 (ISS)

- **Means:** Legal standards for independent schools, including **welfare, health and safety (Part 3)**, information (Part 6), complaints (Part 7) and leadership (Part 8) relevant to exclusions.
- **Requires:** Written behaviour/exclusion procedures, compliant communications and records, and leadership oversight evidenced for inspection.
- **Our stance:** Policy and evidence are mapped to the relevant ISS Parts for exclusions.
- **Implementation example:** ISS compliance matrix links each exclusion step to Parts 3/6/7/8 and to the site's evidence store.
- **Links:** <https://www.legislation.gov.uk/ukSI/2014/3283>

Ofsted Education Inspection Framework (EIF)

- **Means:** National framework for inspecting education providers (incl. non-association independents and independent FE) covering behaviour, personal development, leadership and safeguarding culture.

- **Requires:** Evidence that exclusions are proportionate/rare, well-recorded, monitored for patterns/disproportionality, and followed by purposeful reintegration.
- **Our stance:** We present an exclusions dashboard, sampling packs and leadership evaluation aligned to EIF judgment areas.
- **Implementation example:** SLT termly report shows trends, equality breakdown and actions taken, ready for inspection.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

Appendix B

Legislation, guidance and regulatory framework underpinning Suspension and Permanent Exclusion in Wales.

Exclusion from Schools and PRUs (Welsh Government, 2024)

- **Means:** Statutory guidance on **fixed-term** and **permanent** exclusion, setting national procedures, content of letters, review/appeal routes and timescales.
- **Requires:** Headteacher/Principal follows the Welsh procedure, with compliant notifications and governing body reviews within Wales-specific deadlines.
- **Our stance:** Wales sites implement the guidance in full and use WG-aligned templates.
- **Implementation example:** Exclusion file shows decision notes, WG-compliant letters and governing body review minutes.
- **Links:** <https://www.gov.wales/sites/default/files/publications/2024-04/240410-exclusion-from-schools-and-pupil-referral-units.pdf>

Keeping Learners Safe (Welsh Government)

- **Means:** Statutory safeguarding guidance; exclusion practice must align with local safeguarding processes and roles.
- **Requires:** DSL/DSP oversight and proportionate recording/escalation; inspectors triangulate exclusion decisions with safeguarding evidence.
- **Our stance:** DSL/DSP quality-assures all exclusion decisions and records safeguarding considerations.
- **Implementation example:** Pack includes DSL/DSP note on risk, vulnerability and any referral.
- **Links:** <https://www.gov.wales/keeping-learners-safe>

Independent School Standards (Wales) Regulations 2024



- **Means:** Current standards for independent schools in Wales; relevant to leadership, welfare/health/safety, information and complaints about exclusions.
- **Requires:** Written procedures, accurate notifications and records; proprietor oversight evidenced for inspection.
- **Our stance:** Policy and evidence map to the applicable ISS(Wales) provisions for exclusions.
- **Implementation example:** Standards mapping sheet links each step to the correct Regulation and site evidence.
- **Links:** <https://www.legislation.gov.uk/wsi/2024/27/made>

Estyn: Inspection Guidance — Independent Schools

- **Means:** Estyn guidance on what and how independent schools are inspected; reviewers consider proportionate use of exclusion and impact on learners.
- **Requires:** Data, rationale, equality monitoring and reintegration practice are available and discussed with inspectors.
- **Our stance:** We present Wales-specific evidence packs and leadership evaluation aligned to Estyn expectations.
- **Implementation example:** SLT termly review includes exclusion metrics, disproportionality analysis and improvement actions.
- **Links:** <https://estyn.gov.wales/inspection-guidance-resources/>

Appendix C

Legislation, guidance and regulatory framework underpinning Suspension and Permanent Exclusion in Scotland.

Included, Engaged and Involved Part 2 (Scottish Government)

- **Means:** National guidance on **preventing and managing school exclusions**; emphasises prevention, proportionality, learner/parent voice and short-term use.
- **Requires:** Sites follow local authority procedures; exclusions are last resort and support/reintegration is planned and recorded.
- **Our stance:** Scottish sites adopt the guidance and align procedures to their local authority processes.
- **Implementation example:** File includes LA-compliant letters, decision record, supports offered and a GIRFEC-aligned reintegration plan.
- **Links:** <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>

GIRFEC (Getting it right for every child)

- **Means:** Scotland's national wellbeing approach; frames planning and multi-agency support that must underpin decisions to exclude.
- **Requires:** Evidence of SHANARRI-based planning, early help and coordinated support; inspectors look for planning quality and impact.
- **Our stance:** We show how support was planned/reviewed before or alongside exclusion.
- **Implementation example:** Child's Plan extracts and multi-agency notes filed with the exclusion record.
- **Links:** <https://www.gov.scot/policies/girfec/>

How good is our school? (HGIOS4)

- **Means:** National self-evaluation framework used by HMIE; exclusions are scrutinised through leadership, wellbeing and safeguarding culture.
- **Requires:** Sites analyse patterns, disproportionality and impact; improvement actions are tracked and evidenced.
- **Our stance:** Exclusion analysis is embedded in self-evaluation and improvement cycles.
- **Implementation example:** Self-evaluation summary evidences trends, mitigation and measurable inclusion outcomes.
- **Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>