

Suspension and Exclusions Policy 2025/26

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1. Introduction

Northbridge Enterprise College provides specialist education for pupils whose needs sometimes manifest in challenging behaviour. Exclusion is a serious sanction, used only when essential to protect the education or welfare of the pupil or others. This policy sets out lawful, fair and transparent procedures for recording, analysing and implementing exclusions, suspensions, internal isolation and related measures.

This policy must be read in conjunction with the Positive Behaviour Policy, Safeguarding Policy, Attendance Policy and the DfE’s Guidance on Working Together to Improve School Attendance (August 24). Although it is not a requirement for independent schools, this policy has considered the DfE’s Guidance on Suspension and Permanent Exclusion (May 2023).

2. Scope and Aims

- Ensure exclusions and suspensions are legal, justified and a last resort.
- Promote consistent recording and rigorous analysis of all incidents.
- Support reintegration of pupils after exclusion or suspension.
- Develop and evaluate alternative strategies to exclusion.
- Safeguard the welfare of pupils at risk of exclusion or suspension.

This policy covers:-

- Fixed-term suspensions
- Temporary part-time timetables
- Recognition and prevention of unlawful suspensions and off-rolling

3. Definitions

- Suspension: removal of a pupil from normal lessons, either internally (on-site isolation) or externally, for a fixed period.
- Permanent exclusion: formal removal from the school roll as a last resort.
- Part-time timetable: a reduced timetable used only in very exceptional cases to meet specific needs, with clear return-to-full-time plans.
- Unlawful suspension: sending a pupil home or preventing attendance without following the formal suspension process.

- Off-rolling: removing or encouraging removal of a pupil from the roll for reasons primarily in the interests of the school.

4. Recording and Analysis

All incidents leading to exclusion, suspension or internal isolation must be logged on Arbor including:-

- Date, time and location of the incident
- Nature of the behaviour or breach
- Staff and pupil statements
- Type and duration of sanction

Termly reports will analyse:-

- Rates of suspension and permanent exclusion
- Patterns by pupil group, reasons and repeat incidents
- Trends indicating disproportionate use for individual pupils

Findings will inform behaviour strategies, professional development and safeguarding plans.

5. Suspension

A suspension may be considered for:-

- Serious physical aggression, threat or violence
- Repeated high-risk behaviours unresponsive to other strategies
- Possession of illegal substances or offensive weapons
- Intentional damage, arson or suspected criminal activity
- Repeated serious misuse of IT systems

Procedure:-

- Investigate thoroughly and give the pupil opportunity to respond.
- Record details of the suspension on Arbor and discuss with senior leader, even if it is a RADAR/CPOMS related incident that has led to the suspension
- Headteacher authorises and sets duration (normally 1–3 days and no longer than 5 days).
- Notify parents/carers by phone on the day, confirm in writing including:
 - Reason(s) and length of suspension
 - Parental right to make representations to the governing body
 - Arrangements for work and marking at home
 - Details of the time, date and location of the re-integration meeting

- Mark register with appropriate code with letter confirming the suspension saved in Arbor.
- Hold a re-integration meeting on day one back to agree support and future behaviour plan.

6. Temporary Part-Time Timetables

In exceptional circumstances and in line with DfE attendance guidance:-

- Apply only where it benefits the pupil's engagement or welfare and in agreement with parent, carer or guardian
- Last for the shortest time necessary
- Never used to manage behaviour alone
- Require a documented plan from the outset for return to full-time education
- Inform the funding authority of the plan and intended review date
- For children known to social services consider if appropriate to inform known case officer of increased period of time out of school
- Be monitored weekly and reviewed fortnightly by the Headteacher and Regional Executive Headteacher and/or Regional Director.

Lack of clear return plans or inappropriate use may be deemed an unlawful suspension.

7. Unlawful Suspension and Off-Rolling

Unlawful suspensions occur when pupils are sent home without following formal procedures. Off-rolling involves removal from the school roll primarily for school benefit. Both practices are prohibited.

All pupils who are removed from the school roll, other than those in year 11 on the last Friday in June, must be approved by the Regional Director or Education Director. The only approved reason for a pupil being removed from the school roll would be:-

- When the placing local authority have given the school 28 days' written notice on the placement. The school remains responsible for ensuring the education and safeguarding of the child until the end date as listed on the admissions register.

It is possible that where there is a serious or persistent breach of the behaviour policy, a review of the EHCP with the placing local authority should be arranged. Here, with all required stakeholders and professionals, it may be agreed that:-

- Allowing the pupil to remain would seriously harm education or welfare of pupils or staff and/or
- Other strategies and support have been exhausted.

Where this is the case, the following procedure will apply:-

1. The Regional Director and/or Education Director will conduct a full investigation and consult with the local authority.
2. The Headteacher and/or SENDCO will ensure that there is an offer of interim support and alternative placement options whilst the local authority confirm an alternative school placement.
3. The DSL will ensure the pupil's safeguarding needs are addressed until a new placement is secured.

8. Alternative Strategies to Exclusion

The school will actively develop and use:-

- Restorative practice and mediation
- Managed moves or off-site direction (e.g. use of alternative provision) with clear pupil support plans
- Engagement with local support services (e.g. educational psychologists, family outreach)
- Inclusive curriculum adaptations and therapeutic interventions

9. Safeguarding Considerations

When suspension or part-time timetables are under consideration, always:-

- Assess potential safeguarding risks, especially for vulnerable pupils
- Liaise with social care, local authority and multi-agency partners
- Document all decisions and follow-up actions in safeguarding records.

10. Monitoring, Reporting and Review

- Senior leaders will review exclusion and suspension data each month.
- Governors' will receive termly reports on trends, patterns and effectiveness.
- Policy and procedures will be updated annually or when statutory guidance changes.

11. Roles and Responsibilities

Headteacher:-

- Ensure lawful application of exclusions and suspensions.
- Communicate policy to staff, pupils and families.
- Oversee data analysis and reintegration strategies.

School Senior Leadership Team:-

- Support investigations and decision-making.

- Monitor part-time timetables and internal isolation.
- Coordinate alternative strategies and multi-agency referrals.

Parents/Carers:-

- Engage promptly in communication and re-integration meetings.
- Support pupil at home and uphold behaviour agreements.

Governors:-

- Review suspension and exclusion decisions as required.
- Monitor overall exclusion trends and hold leadership to account.

Appendix 1: Reintegration Meeting Agenda & Action Plan

Structured agenda for the re-admission meeting and a template to record agreed behaviour targets, support strategies and review dates if required.

REINTEGRATION MEETING:

Name of learner & attendees:

Staff:

Date:

Time:

Reason for meeting:

Points Discussed-

Review of the incident:

Recap of the incident that led to the suspension.

Allow the student to reflect and give their perspective.

Discuss why the behaviour was unacceptable and its impact on others.

School Expectations:

Reiterate school rules and expectations.

Emphasise the importance of respect, responsibility, and appropriate behaviour.

Student Reflection:

What has the student learned during the suspension?

*How do they feel about returning to school?
What could they do differently in the future?*

Support Plan Going Forward

*Identify any support the student may need (e.g. pastoral work, behaviour support).
Agree on targets or strategies to help them succeed if required.*

Parental/Carer Involvement:

*Opportunity for the parent/carer to share concerns or ask questions.
Discuss how school and home can work together.*

Next Steps:

*Confirm return date and any adjusted arrangements.
Offer reassurance and encouragement.*

Actions/Targets following the meeting: