



Suspension and Exclusions Policy 2025/26

Policy Number	ED/POL/012	Author/Reviewer	James Madine
Issue Number	8	Approver	Jo Sharpe
Issue Date	01/09/2025	Next Review Date	01/09/2026
School	Heckington House	Headteacher	Kimberley Albelda
Regional Director	Rob Arrowsmith	Chair of Governors	James Madine

1. Introduction

Our school 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 Heckington House 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 Heckington House 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:
 - o Reason(s) and length of suspension
 - o Parental right to make representations to the governing body
 - o Arrangements for work and marking at home
 - o 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.

Please refer to:-

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 Heckington House School roll primarily for school benefit. Both practices are prohibited.

All pupils who are removed from Heckington House 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 Heckington House School roll would be:-

- When the placing local authority have given Heckington House School 28 days' written notice on the placement. Heckington House 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

Heckington House 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 Decision flowchart

- 1 Behaviour discussed with SLT and pastoral team. Review tiered approaches.
- 2 Decision made by Headteacher to issue suspension.
- 3 Parent/carer informed by telephone
- 4 Suspension recorded on Arbor (Lincs students, copy of suspension report uploaded)
- 5 In arbor, select inform parent which will send a text message confirming the details of the suspension

(Complete online form with Lincolnshire county council)

For Suspensions or Permanent exclusions for the Academic Year **25-26 onwards** - please submit using the link below via the LCC website.

<https://www.lincolnshire.gov.uk/school-attendance/pupil-attendance/4>

The password for both forms is the same as that used by the Education Welfare and Engagement team for other JADU forms.

PASSWORD “attend notifications” note there is no capital letter at the start there is a space between the words and it is plural.

From September 2025, all notifications of exclusions either fixed term or permanent, from a Lincolnshire school or for a Lincolnshire pupil, must be submitted via the online form, without delay. Any forms or email notifications received for exclusions which are in the new academic year will be returned to you with a request to complete them via the online portal.

- 7 cancel school transport

- 8 arrange reintegration meeting with intervention from pastoral team prior to return to lessons.



Appendix 2: Unlawful Suspension / Off-rolling Checklist

Use this checklist to confirm that any removal from the roll or restriction of attendance complies with formal procedures and prioritises the pupil's interests.

- Was the decision made under a legally recognised process (fixed-term suspension)?
- Has the headteacher's authorisation been documented with date, time and rationale?
- Have parents/carers been notified on the same day by phone and in writing, outlining reasons, duration and appeal rights?
- Is there a clear record of the governing body's role, including any meetings held or decisions taken?
- If a part-time timetable is in place, does it include:
 - A specific educational rationale?
 - A defined review schedule?
 - A clear plan and date for return to full-time provision?
- Has the pupil's safeguarding risk been assessed and documented before removal or timetable change?
- Were alternative strategies (e.g., internal isolation, restorative practice, managed move) considered and recorded?
- Are multi-agency referrals or support services (e.g., educational psychology, social care) engaged where needed?
- Has the pupil's voice been heard—through a meeting or written statement—before finalising any removal from the roll?
- Is there a reintegration or transition plan (even for permanent moves) detailing academic, emotional and social support?
- Are all records saved in Arbor under the correct codes, and is there an audit trail for every step?
- Has any action been checked against the DfE statutory guidance to confirm it does not constitute off-rolling?

