



**Suspension (Fixed-Term)
and Permanent Exclusion Policy
April 2026
Review due April 2027**

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Policy Updated by:	Jodie Evans
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Policy Review by:	Brett Runchman
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Suspension (Fixed-Term) and Permanent Exclusion Policy

1. Purpose

The intention of this policy is to set out the principles and procedures governing the use of suspension and permanent exclusion at Exceptional Ideas Ltd, which is informed by the following relevant statutory guidance:

- The Education (Independent School Standards) Regulations 2014
- Equality Act (2010)
- SEND Code of Practice (2015)
- DfE Suspension and Exclusion guidance (2013)
- Keeping Children Safe in Education (2025)
- Children and Families Act (2014)

The school is committed to:

- maintaining a safe environment for all students and staff;
- supporting students with complex SEND needs;
- using exclusion only where it is **lawful, proportionate, and necessary**.

Suspension and exclusion are not used as routine behaviour management strategies, but as **formal responses to significant risk or serious breaches of expectations**. The Headteacher and Designated Safeguarding Lead (DSL) will be consulted prior to any decision to suspend or permanently exclude a student.

2. Principles

All decisions relating to suspension and exclusion will be:

- **Lawful** – in line with statutory expectations.
- **Proportionate** – appropriate to the seriousness of the behaviour.
- **Individualised** – taking full account of SEND, EHCP and risk profile.
- **Transparent** – clearly recorded and communicated.
- **Safeguarding-led** – prioritising the welfare of all students.

The school recognises that many students present with complex needs. These needs are carefully considered in all decisions; however, they do not prevent the school from acting where safety is compromised.

Decisions will take account of the safety, dignity and wellbeing of both students and staff, including protection from harmful or discriminatory behaviour. The impact of

behaviour on others will always be considered alongside the student's age, stage of development, SEND, and level of understanding.

Responses will be proportionate, evidence-informed, and consistent with the school's Behaviour Policy. This includes recognising the difference between impulsive, imitative or developmentally driven behaviour and behaviour that presents sustained or significant risk.

- Further detail regarding staff safety and wellbeing is set out in the Student Behaviour Policy.

3. Relationship to Other Policies

This policy must be read alongside:

- Student Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Attendance Policy
- Children Missing Education Policy
- Restraint Reduction Policy

Suspension (Fixed-Term)

Suspension is a serious intervention and will only be used where it is lawful, proportionate, and necessary. It is not used as a routine behaviour management strategy, but as a formal response to significant concerns relating to safety, wellbeing, or serious breaches of the school's expectations.

A suspension may be considered where:

- a student's behaviour poses a risk to the safety or wellbeing of themselves or others.
- there has been a serious breach of the Behaviour Policy.
- a pattern of behaviour demonstrates that in-school strategies have not been sufficient to manage risk.

All decisions to suspend a student will:

- be made by the Headteacher in consultation with the Designated Safeguarding Lead (DSL);

- take full account of the student's SEND, EHCP, and individual risk assessment;
- consider whether the behaviour is linked to unmet need, while ensuring that any risk or harm is addressed;
- include consideration of safeguarding implications, including risk to or from the student.

Prior to issuing a suspension, the school will, wherever reasonably practicable:

- review the support strategies already in place;
- consider alternative interventions and reasonable adjustments;
- ensure that suspension is a last resort.

Where a suspension is issued, the school will:

- formally record the decision, including clear rationale and supporting evidence;
- notify parents/carers on the same day;
- confirm the suspension in writing, including:
 - the reason for suspension;
 - the duration;
 - arrangements for return.
- ensure that appropriate arrangements are made for the student's education during the suspension, in line with statutory expectations;
- Arrange a formal parent/carer meeting with the Operational Senior of the School and the Headteacher or Director to discuss the parameters of the Fixed-Term exclusion and expectations leading to reintegration.

Where a decision is made to issue a fixed-term suspension, the school will ensure that parents/carers are informed of their right to seek independent advice and support. This includes access to the local **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**, which provides free, impartial advice on exclusions, SEND processes, and parental rights.

Parent/Carer Meeting

The meeting will:

- review the incident leading to suspension;
- consider any underlying factors, including SEND, communication needs, and emotional regulation;
- ensure that expectations are clearly understood;
- agree appropriate next steps and support strategies that are time-based, monitored and reviewed.

Principles

The reintegration process is:

- supportive and restorative in nature;
- focused on learning and future success;
- consistent with safeguarding and SEND duties.

The aim is to ensure that the student is:

- able to re-engage safely with education;
- supported to make positive progress;
- less likely to experience further exclusion;
- able to build respectful relationships within the school community.

Reintegration

Following any suspension:

- A structured reintegration meeting will take place with the student and parents/carers.
- Behaviour, support, and risk plans will be reviewed and amended where necessary.
- Additional or adjusted support strategies will be implemented to reduce the likelihood of recurrence.

Suspension will always be used in a way that:

- maintains the student's dignity;
- supports learning and future success;

- does not discriminate on the basis of SEND or protected characteristics;
- is no longer than 10 school days.

Planning and Support

Following reintegration, the school will:

- update behaviour, therapeutic, and risk management plans where required;
- implement additional or adjusted support strategies;
- ensure that staff are informed of any changes to provision or approach;
- provide a consistent and supportive structure for the student's return.

Where appropriate, reasonable adjustments will be made to:

- support regulation;
- reduce triggers;
- enable successful re-engagement with learning.

Monitoring and Review

Following reintegration:

- the student's behaviour and engagement will be closely monitored;
- patterns or concerns will be reviewed through the school's recording and monitoring systems;
- further adjustments will be made where necessary.

Permanent Exclusion

Permanent exclusion is a last resort and will only be considered in exceptional circumstances where the school determines that it can no longer safely or appropriately meet a student's needs within the provision.

A decision to permanently exclude may be considered where:

- there has been a serious breach of the Behaviour Policy, resulting in significant harm or risk;
- there is a persistent pattern of behaviour which, despite extensive intervention, continues to place others at risk;
- the school has exhausted all reasonable strategies and adjustments and cannot maintain a safe environment for students and staff.

In all cases, the school will:

- take full account of the student's SEND, EHCP, and individual needs;

- consider whether further reasonable adjustments or alternative strategies could be implemented;
- review all available evidence, including incident records, risk assessments, and support plans;
- consider safeguarding implications for both the student and others.

Permanent exclusion will not be used:

- solely as a result of a student's SEND;
- without clear evidence that appropriate support and intervention have been implemented;
- where behaviour can be safely managed within the school.

Procedure

Where a decision is made to permanently exclude, the school will:

- inform parents/carers immediately and confirm the decision in writing;
- clearly outline:
 - the reasons for exclusion;
 - the evidence considered;
 - the right to appeal.
- notify the Local Authority in line with statutory expectations;
- ensure that appropriate arrangements are made for the student's ongoing education.

Where a decision is made to permanently exclude parents/carers will be informed of their right to seek independent advice and support. This includes access to the local **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**, which provides free, impartial advice on exclusions, SEND processes, and parental rights.

Appeals

Exceptional Ideas Ltd is committed to ensuring that all decisions relating to suspension and permanent exclusion are fair, transparent, and open to review.

Parents/carers have the right to make representations and, where appropriate, to request a formal review of decisions.

Appeals: Suspension (Fixed-Term)

For suspensions, parents/carers may:

- contact the school to discuss the decision;
- make representations to the Headteacher.

Where concerns remain, parents/carers may request a review by:

- the **Director**, provided they were not directly involved in the original decision.

The review will:

- consider the evidence and rationale for the suspension;
- consider whether the decision was lawful, proportionate, and reasonable;
- take account of the student's SEND, EHCP, and safeguarding context.

The outcome of the review will be:

- communicated clearly to parents/carers;
- confirmed in writing within a reasonable timeframe.

Appeals: Permanent Exclusion

Parents/carers have the right to appeal a decision to permanently exclude.

Appeals must be made:

- in writing.
- within **14 calendar days** of receiving written confirmation of the exclusion.

Appeals will be heard by:

- the **Director**, provided they were not involved in the original decision.
- an **independent member**, where appropriate, to ensure fairness and transparency.

The appeal panel will:

- review all available evidence;
- consider whether the decision was lawful, proportionate, and procedurally fair;
- consider the student's SEND, EHCP, and safeguarding needs.

The appeal hearing will normally take place within:

- **10 school days** of the appeal being received.

The outcome will be:

- communicated verbally where appropriate.
- confirmed in writing within **48 hours**.

The decision of the appeal panel is final.

Principles of Appeal

All appeals will be:

- conducted fairly and without bias;
- based on evidence and recorded information;
- mindful of the student's individual needs and circumstances.

The school recognises the importance of:

- maintaining trust with families;
- ensuring accountability in decision-making;
- providing a clear and accessible route for challenge.

Final Considerations

The school recognises that permanent exclusion represents a significant and life-changing decision. As such, all decisions will be:

- carefully considered and proportionate;
- lawfully applied;
- fully documented and open to scrutiny.

The school remains committed to working collaboratively with families, Local Authorities, and external agencies to ensure that any transition following exclusion is managed safely, appropriately, and in the best interests of the student.

