



Resicare Alliance

# Suspension & Exclusion Policy

## Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.01.26
Version Number:	1
Date of the next review:	01.01.27
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

# Suspension & Exclusion Policy

The Yews School – Resicare Alliance Ltd

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## Suspension & Exclusion Policy

### 1. Purpose and Scope

This policy outlines the procedures, expectations, and statutory responsibilities relating to suspensions and permanent exclusions at **The Yews School**, ensuring:

- A safe, respectful, and therapeutic learning environment.
- Clear expectations for behaviour and conduct.
- Fair, trauma-informed, and legally compliant decision-making.
- Safeguarding, education continuity, and the 24-hour curriculum are prioritised due to pupils residing on-site.

This policy applies to all pupils on roll at The Yews School.

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### 2. Types of Disciplinary Actions

#### 2.1 Suspension

A temporary removal from school, used only when necessary to ensure safety or maintain order. This may include:

- **In-School Suspension (ISS)**
- **Out-of-School Suspension (OSS)** – used only in exceptional circumstances.

Suspensions are time-limited and proportionate.

#### 2.2 Permanent Exclusion

Permanent removal from the school.

This is **an absolute last resort**, particularly because exclusion would directly impact a child's home placement and wellbeing.

Permanent exclusion will only be considered when:

- All other interventions have been exhausted.
- The child's presence would pose serious ongoing risk to others or themselves.
- The behaviour represents a significant safeguarding concern.

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### 3. Grounds for Suspension or Exclusion

Actions that may result in a suspension or exclusion include:

- Violence or threats of violence.
- Serious physical harm to peers or staff.
- Drug or alcohol use or possession.
- Severe or persistent bullying/harassment.
- Serious damage to property.
- Behaviour that severely disrupts learning or safety.
- Repeated incidents following interventions and support plans.

All decisions will consider SEND, trauma history, communication profile, and unmet needs.

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### 4. Procedures for Suspension

1. **Investigation**
  - A full, fair investigation is completed.
  - The pupil is supported to communicate their perspective.
2. **Decision-Making**
  - The Head of Education reviews all evidence, risk factors, and needs.
3. **Notification**
  - Parents/carers/key residential staff notified immediately.
  - Written confirmation includes the reason, duration, and support offered.
4. **Education Continuity**
  - Work, therapy tasks, or structured activities are provided.
5. **Appeals**
  - Parents/carers may appeal within **5–10 school days**.

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## 5. Procedures for Permanent Exclusion

1. **Formal Review/Hearing**
    - A panel (governance/SMT/external professionals as needed) reviews the case, including history of interventions.
  2. **Consideration of Alternatives**
    - Managed move, adjusted provision, therapeutic intervention, or multi-agency support must be considered first.
  3. **Decision and Notification**
    - The decision is given in writing.
    - Parents/carers are informed of appeal routes.
  4. **Local Authority / Virtual School involvement**
    - All statutory partners are notified.
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## 6. Supporting the Student

The school will ensure:

- Behaviour and regulation support plans are in place.
  - Trauma-informed and therapeutic interventions are prioritised.
  - Staff receive updated information on student triggers and strategies.
  - Reintegration is planned carefully following any suspension.
  - SEND needs are central to decision-making.
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## 7. Recording and Monitoring

- All suspensions/exclusions are recorded and logged.
  - Data is analysed half-termly for patterns, disproportionality, and effectiveness.
  - Senior leaders review practice regularly.
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## 8. Communication and Transparency

- Policy accessible to parents, carers, staff, and external agencies.

- Information shared in formats appropriate to each child's communication needs (visuals, symbols, Makaton, objects of reference, social stories).
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## 9. Legal Considerations

The policy aligns with all relevant statutory guidance, including:

- Suspension and Permanent Exclusion guidance (DfE).
- SEND Code of Practice.
- Equality Act duties.
- Safeguarding and corporate parenting responsibilities.

Pupils with SEND or communication needs must not be disadvantaged.

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## 10. Reintegration Procedures

Reintegration aims to:

- Support a safe and successful return.
  - Minimise repeat behaviour.
  - Strengthen relationships and emotional regulation.
  - Maintain continuity across the 24-hour curriculum.
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### 10.1 Pre-Return Preparation

Before a pupil returns:

- **Information Sharing:**  
Education, care, therapy, and clinical staff are briefed.
- **Learning Continuity:**  
Any work or therapeutic tasks are reviewed.
- **Risk Assessment Review:**  
Behaviour plans and risk assessments updated.
- **Agency Involvement:**  
Virtual School, social care, and CAMHS consulted where appropriate.

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## 10.2 Reintegration Meeting

Held on the first day back or as soon as possible.

Attendees may include:

- The pupil (with appropriate communication support).
- Parents/carers/residential staff.
- Head of Education and teaching team.
- Therapists/clinical team.
- Social worker/Virtual School.

### Aims:

- Rebuild trust and relationships.
- Review events using restorative practice.
- Identify triggers, unmet needs, environmental factors.
- Agree adaptations and support strategies.
- Establish expectations clearly using accessible methods.

A written summary is stored on file and shared with relevant staff.

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## 10.3 Reintegration Plan

A personalised plan may include:

- Phased return / reduced timetable.
- Emotional regulation tools (sensory breaks, 1:1 check-ins).
- Restorative actions.
- Increased supervision during high-risk times.
- Adapted curriculum or environment.
- Trauma-informed strategies.
- Multi-agency involvement.

**Reviewed weekly for four weeks**, or more frequently if required.

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## 10.4 Ongoing Monitoring

After return:

- Daily wellbeing check-ins.
  - Monitoring of relationships, engagement, and emotional presentation.
  - Behaviour or clinical team observations.
  - Positive reinforcement strategies embedded.
  - Any concerns escalated to the Head of Education.
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## 10.5 Recording and Review

- All outcomes, plans, and updates recorded.
  - Half-termly review of reintegration data and patterns.
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# 11. The Yews School Context

Because pupils **live on-site**, exclusion has a profound impact on:

- Placement stability
- Emotional safety
- Continuity of care
- Therapeutic progress

Therefore:

- Exclusion is used **only in exceptional, safeguarding-critical scenarios**.
  - Reintegration and multi-agency support are prioritised.
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## 12. Footnote

The Yews School supports children with SLD, including non-verbal pupils.

All communication around behaviour, suspension, and reintegration will be adapted to each child's preferred communication method.

We will work closely with all professionals to ensure the best outcomes for every child.

