



Ripon Grammar School

Suspension & Exclusion Policy

1. Policy

- A student will be suspended or excluded from school only as a last resort and as a result of the most serious and/or persistent breaches of the school behaviour policy and, in the case of a permanent exclusion, where allowing them to remain in school would be of serious detriment to the education or welfare of the student or others in school.
- Other options will be investigated before resorting to a suspension/exclusion such as a graduated response and internal suspension for suspensions, and off-site direction or managed moves for exclusions, to ensure early help is in place to support students with social, emotional and mental health needs, including those that are at risk of suspension/exclusion.
- Parents of a student who has been suspended/excluded will be notified by the headmaster without delay and also informed in writing with the information as set out in the statutory guidance. If a child is looked after or has a social worker, the VSH or social worker will be informed. The Local authority will be notified in all cases. The governing board will also be notified of suspensions/exclusions where the guidance requires e.g. all exclusions, suspensions over 5 days or over 15 days in any one term.
- Work will be set for the duration of the suspension or for the first five days of the exclusion after which alternative provision will be arranged.
- The school will have a strategy for reintegrating students who have been suspended and managing their behaviour, beginning with a reintegration meeting to which parents are invited.

2. Procedures

2.1 Types of Suspension/Exclusion

Fixed-Term Suspensions (FTS)

- These will be for a fixed number of school days or part of one day for the most serious breaches of the school's behaviour policy. An individual fixed-term suspension should be for the shortest time necessary.
- They will not exceed 45 school days in an academic year as either a single suspension or a number of shorter suspensions added together. If a student receives more than 15 days of fixed-term suspension in a term, or if a suspension would result in a student missing an examination/test, governors will call a meeting to review the suspension and consider reinstatement.
- In exceptional cases, a further fixed-term suspension or a permanent exclusion can be issued to follow the initial FTS. If this happens, the headmaster will write to the parents to give reasons for the change.
- Work will be set to ensure continuity of education for the student concerned up to 5 days. After that alternative provision will be arranged.

Permanent Exclusions (PEX)

- These are issued when the headmaster believes a student should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm the education or welfare of the student or others in school.

- This type of exclusion must be reviewed at a meeting by a panel of governors. The student and parent/carer will have the opportunity to put their case at the meeting, can be represented by someone who can speak on their behalf and can be supported by a friend, if they wish.
- If governors agree with the headmaster's decision to permanently exclude, the student and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review Panel [IRP]

2.2. Suspension/Exclusion as a Last Resort

Before taking the decision to suspend/exclude, the Headmaster will consider the following:

- Whole-school approaches and provision in place to support this student e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc.
- The inclusivity of school policies to ensure there is no discrimination against a particular student with protected characteristics - for example where reasonable adjustments have not been implemented and which in turn manifest as breaches of the school's rules.
- The measures or strategies the school has put in place to support this specific student e.g. behaviour plan, specific learning support, mental health and wellbeing advice, etc. and whether enough time been allowed for the intervention or support to take effect.
- What support has been sought from outside agencies, including the Local Authority, e.g. SEND guidance (for pupils with Special Educational Needs or a Disability), Ladder of Intervention, SEND Assessment (leading to an Education Health and Care Plan), Local Behaviour Collaborative or the Pupil Referral Service (PRS), advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care, An Early Help (EH) Assessment and Action Plan etc.
- Whether alternative strategies might be best employed e.g. off-site direction, managed moves.

2.3 Grounds for Suspension/Exclusion

- In line with paragraphs 8 & 16 of the statutory guidance, before suspending/excluding a student permanently, the Headmaster must be convinced that there is sufficient evidence, 'on the balance of probabilities', that it is more likely than not that a fact is true, that the student has committed a disciplinary offence and, in the case of permanent exclusions, that allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school.
- The following list details the types of behaviours which *may* result in a suspension/exclusion [this list is not exhaustive]:
 - Physical assault against a pupil
 - Physical assault against an adult
 - Verbal abuse or threatening behaviour against a pupil
 - Verbal abuse or threatening behaviour against an adult
 - Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
 - Bullying
 - Racist abuse
 - Abuse against sexual orientation or gender reassignment
 - Abuse relating to disability
- Before deciding whether to suspend/exclude a student, the Headmaster should:
 - make sure that a thorough investigation has been carried out, consulting others if necessary
 - give the student a chance to say what happened
 - think carefully about the evidence available
 - ensure that the suspension/exclusion is for the shortest time necessary
 - take into account the school's Behaviour and Equality Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act
 - check whether bullying or racial or sexual harassment (or any other coercion) led to their actions

2.4 Decision Making Process

- The decision to suspend/exclude (either for a fixed-term or permanently) can be taken only by the Headmaster.
- Upon coming to the decision to suspend/exclude, the school must inform the parent/carer by telephone as soon as possible and follow this with a formal letter.
- The Headmaster can cancel a suspension/exclusion before a governor panel meets to consider reinstatement.
- To ensure statutory returns can be made to the DfE and so that alternative education can be put in place (in the event of a permanent exclusion), the school should also inform the Local Authority.
- Governors have a duty to consider reinstatement for all permanent exclusions, suspensions which total more than 15 days in any one term and suspensions which would mean a student missing a public examination. Governors have a duty to consider representations from parents/carers for suspensions of more than 5 days and fewer than 15 days and can reinstate a student. For suspensions of 5 days or fewer governors can consider representations but do not have the power to reinstate a student.

Reviewed: 1 February 2026

Appendix 1: Related School Policies and Statutory Guidance

- RGS Behaviour Policy
- RGS Equality and Diversity policy
- RGS Anti-bullying policy
- DfE Statutory Guidance: *Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion – August 2024*
- The NYCC [Ladder of Intervention](#)