



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 serious and/or persistent breaches of the school behaviour policy and 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 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.
- The school will have a strategy for reintegrating students who have been suspended and managing their behaviour

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 a serious breach 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.

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
- 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.

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 that allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school.
- 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

- 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
- 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.

Reviewed: 1 December 2021

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 – September 2017.*
- The NYCC [Ladder of Intervention](#)