St Peter's C of E Primary Academy Mansfield

Suspension for Pupils (with consideration for pupils with SEND) Policy

Policy:	Suspension for Pupil (with consideration for pupil with SEND)
Approved by:	Governing Body
Date:	9/12/2025
Review Cycle:	Annually

Version	**Date**	**Author**	**Changes**
1	09/12/2025	Joanna Kaluza, Phil Corrigan, Kyra Kennedy	New policy
2	Dec 2026	Joanna Kaluza	Section 7 - reintegration form and permanent exclusion discussed.

1. Purpose and Principles

This policy sets out how the school will prevent, respond to, and if necessary, enact suspensions for pupils with Special Educational Needs and/or Disabilities (SEND). Suspensions are only used as a last resort when graduated support has been exhausted and the safety or welfare of pupils or staff would otherwise be at serious risk.

Legal and statutory framework:

- DfE Suspension and Permanent Exclusion guidance (in force from 1 Sept 2023; updated Aug 2024).
- DfE Behaviour in Schools advice (updated 2024).
- SEND Code of Practice: 0–25 years (statutory guidance).
- Equality Act 2010 duties (reasonable adjustments; disability discrimination).
- DfE Use of Reasonable Force guidance (2013; update proposed from Sept 2025).
- DfE Alternative Provision (statutory guidance; updated 2025).
- Keeping Children Safe in Education (KCSIE) 2025.

Principles:

- Support-first: We prioritise preventative, graduated support tailored to individual need.
- Lawful, reasonable, fair: Any suspension decision must meet these tests and be on disciplinary grounds.
- Safety matters: Where behaviour poses a serious risk to safety or welfare, suspension may be necessary.
- Non-discrimination: We make reasonable adjustments and avoid discrimination arising from disability.
- Safeguarding: All decisions consider safeguarding and KCSIE duties.

2. Definitions

- SEND: As defined in the Children and Families Act 2014 and the SEND Code of Practice; four broad areas of need.
- Suspension (fixed-period exclusion): Removal from school for a fixed period, up to 45 school days in a single academic year.
- Permanent exclusion: Used only in exceptional circumstances; governed by statutory guidance.
- Reasonable adjustments: Steps to avoid substantial disadvantage for disabled pupils, including auxiliary aids/services and adjustments to policies/practices.

3. Roles and Responsibilities

- Headteacher: authority to suspend (can be delegated to Assistant Headteachers); ensures decisions follow law and guidance; notifies parties; oversees support and reintegration.
- SENCO: Leads graduated response; ensures reasonable adjustments; coordinates Regulation Plans and reviews.
- Class Teachers and Support Staff: Implement regulation strategies, record interventions and incidents, and liaise with parents. Following a suspension, review Regulation Plans and complete Unpicking an Incident Form before reintegration.
- Governing Board: Monitors exclusion data (including SEND), ensures policy compliance, and considers suspensions where required.
- Parents/Carers: Partners in planning, reviewing, and supporting Regulation Plans and reintegration.

4. Graduated Support: Regulation Plan & In-School Activities

Before any consideration of suspension, the school will evidence a graduated response (Assess–Plan–Do–Review).

Regulation Plan – core components:

A. Proactive (Universal/Targeted):

- Predictable routines and visuals; chunked tasks.
- Sensory supports (movement breaks, quiet spaces).
- Communication aids (visual timetables, traffic-light cards, first–then boards).
- Adjusted environment (seating, lighting, reduced transitions; alternative lunch arrangements).
- Curriculum differentiation and scaffolded social-emotional learning.

B. Teaching Regulation:

- Explicit teaching of self-regulation strategies and co-regulation.
- Social stories and rehearsal for transitions and high-arousal contexts.

C. Responsive/De-escalation:

- Staff use de-escalation techniques (calm voice, time, space, limited language).
- Emotion coaching: notice, connect, listen, name emotion, problem solve. (I think you are feeling…, I wonder if you are feeling… because…).
- Zones of Regulation (supporting children to follow their Zones of Regulation toolbox).
- Reasonable force only to prevent injury or serious damage to property – using no more force than necessary, recorded on CPOMS and completing the Positive Handling form and communicated per guidance.

D. Reasonable Adjustments & Attendance:

- Short-term reduced timetables (time-limited, reviewed weekly).
- Accessibility and auxiliary aids (adapted equipment/software, adult support).
- Environment (ability to regulate themselves out of the classroom).

E. Multi-agency Collaboration:

- Early Help; EHCP process if required; liaison with LA services.
- Sherwood Area Partnership: SEMH support.
- Education, Safeguarding, Health and Wellbeing Hub (ESHAWH team).
- Educational Psychology.
- Family SENDCo.

5. When Suspension May Be Considered

After documented assess, plan, do, review (APDR) efforts and Regulation Plan implementation, the Headteacher may suspend if both are met:

- Serious breach or persistent breaches of the behaviour policy; and
- Allowing the pupil to remain would seriously harm the education or welfare of the pupil other pupils or staff.

SEND considerations:

- Consider whether behaviour arises from disability and whether reasonable adjustments were sufficient and applied.
- No 'no exclusion' policy; suspension must be last resort after appropriate support.

Severity levels & example behaviours (indicative, not exhaustive):

Level 1: High-risk unsafe behaviour (immediate danger).

- Serious physical assault causing or likely to cause injury.
- Deliberate dangerous acts (e.g., attempts to access hazardous areas, lighting fires).
- Sustained targeted aggression presenting imminent risk.

Level 2: Significant disruption with escalating risk (persistent despite support).

- Persistent serious property damage (e.g., tearing down displays, breaking equipment).
- Repeated unmanageable absconding that places self/others at risk.
- Repeated abusive/threatening behaviour that causes fear or trauma.

Level 3: Persistent non-compliance causing substantial disadvantage (after extensive adjustments).

- Ongoing refusal accompanied by unsafe behaviours preventing core safeguarding/learning (e.g., refusal to evacuate during alarms, hiding in places that are

inaccessible to adults to keep them safe, continual interruptions over significant period of time where significant adaptations have been made).

EYFS-specific severity examples:

Level 1: Immediate danger

- Attempting to climb high furniture or window ledges despite intervention.
- Throwing heavy objects (chairs, large blocks) at peers or staff.
- Running out of classroom towards car park or main road.

Level 2: Significant disruption

- Persistent biting, pinching or hitting peers during free play despite repeated support.
- Destroying key resources (e.g., ripping books, breaking sensory equipment).

Level 3: Persistent non-compliance

- Refusal to leave outdoor area during fire drill despite multiple adults assisting.

Important: These examples do not create automatic triggers. Every case is considered individually, weighing SEND needs, reasonable adjustments, proportionality, and evidence of graduated support.

6. Decision-Making, Recording and Notification

- Headteacher investigates and determines whether suspension criteria are met (lawful, reasonable, fair).
- Total suspensions must not exceed 45 school days in an academic year.
- Notify parents/carers without delay with reasons, duration, and rights; inform social worker/Virtual School Head where applicable.
- Education during suspension: work set and marked for first 5 school days; suitable full-time education from day 6.
- Record incidents involving reasonable force and report to parents as soon as practicable (see section 4C).
- Governing Board considers suspensions when thresholds are met and monitors exclusion data with SEND analysis.

7. Reintegration and Ongoing Support

- Return-to-school meeting on return to school; discuss the unpicking and incident form and co-produce revised Regulation Plan. Complete reintegration form capturing parent voice and explaining when permanent exclusion is considered.
- Phased return with adjustments if needed; time-limited and reviewed weekly.

- Continue curriculum/environment adaptations; ensure staff consistency; restorative opportunities.
- SENCO monitors incidents/attendance/outcomes; escalate to other agencies if required.

8. Reasonable Adjustments and Equality Duty

- School anticipates and implements reasonable adjustments to prevent substantial disadvantage.
- Suspension decisions explicitly record adjustments tried, impact, and rationale.
- We recognise that treating pupils equally sometimes means doing things differently for pupils with SEND.

9. Safeguarding Links

- Staff follow KCSIE and school safeguarding policies, recording concerns and liaising with the DSL.
- For Alternative Provision placements, obtain written confirmation of safeguarding checks; keep addresses of sites; review placements regularly.

10. Data, Training, and Review

- Annual, in-school training on de-escalation, regulation strategies, SEND/Equality duties, and recording/reporting of reasonable force.
- Analyse suspensions by need, phase, protected characteristics, and intervention history.
- Policy reviewed annually or when DfE guidance changes.

Appendix A – St Peter's Regulation Plan

Individual Regulation Plan		
Pupil Name :	Year Group :	Class :
Date of plan : Date of review :	Medical needs / diagnoses :	
Dysregulated Behaviour : *What does it look like? What are the triggers?*	**Targets :** *What are we working towards? How do we get there?*	
Proactive Strategies to maintain Regulation : *How do we maintain positive behaviour? Key phrases to use, rewards, proactive strategies or prompts? Explicit teaching of self regulation strategies / social stories.*	**Early Warning Signs :** *How do we prevent an incident? What to look out for and how to respond in the moment (reminders / distraction / strategic ignore)*	
Responsive Strategies when dysregulated : *How do we diffuse the situation? What to do or not do? Phrases to use, calming techniques. At what stage should another member of staff be informed / requested? Who should this be?*	**Support after an incident :** *How do we help the pupil reflect and learn? How to restore relationships?*	
Agreement Parent Name : Parent Signature : Date :	**Agreement** Staff Name : Staff Signature : Date :	

Appendix B – Suspension decision checklist (Headteacher)

- Serious/persistent breach threshold met; safety/welfare at risk.
- APDR evidence; Regulation Plan implemented; reasonable adjustments attempted and recorded.
- Disability discrimination considerations documented.
- Notification and education duties met (day 1–5; from day 6).
- Reintegration plan scheduled; safeguarding checks considered (KCSIE/AP).
- Any reasonable force incident recorded/reported per guidance.

References

- DfE: School suspensions and permanent exclusions – GOV.UK (guidance and PDF)
- DfE: Behaviour in Schools – GOV.UK
- SEND Code of Practice: 0–25 years – GOV.UK
- Equality and Human Rights Commission: Reasonable Adjustments for Disabled Pupils
- DfE: Use of reasonable force in schools (2013; consultation 2025)
- DfE: Alternative Provision – GOV.UK
- DfE: Keeping children safe in education (KCSIE) 2025 – GOV.UK