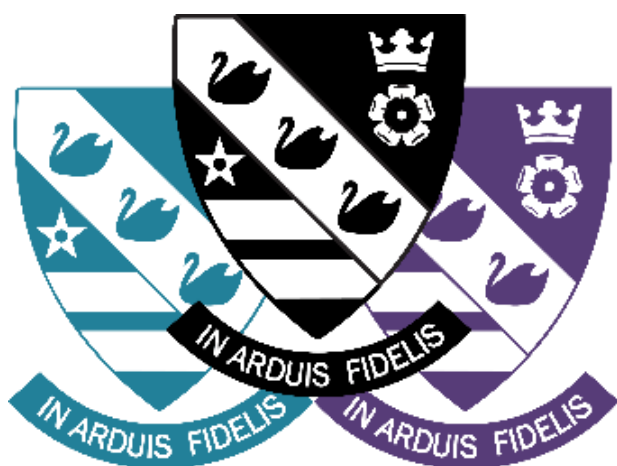


SELBY HIGH SCHOOL

SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE



2026 Exclusions Policy

Ratified by the Board of Governors

Date July, 2026

Signed Andy Reed

Chairperson Andy Reed

Review Date: July 2027

Learning today,
leading tomorrow

Aspiration
for all

A caring school at the
heart of the
community

Contents

Contents	2
Introduction	3
Suspension Protocol Summary	3
Power to suspend and exclude	4
Grounds for exclusion	4
Types of exclusion	5
Permanent exclusion	5
Suspension	6
Lunchtime suspension	6
Making the decision to exclude	6
Cancelling Exclusions	7
Alternative behaviour management strategies	7
Internal exclusion	7
Mediation	7
Restorative work	7
Direction off-site	7
Managed move	8
Looked-after children and young people	8
Pupils with special educational needs or a disability (SEND)	9
Pupils with SEN	9
Pupils with a disability	9
Ethnicity	9
Investigating the circumstances	9
Confidentiality	10
Recording and notifying the decision to exclude	10
Reviewing a suspension or exclusion	10
Notification of the governing board decision	11
Upholding the suspension or exclusion	11
Reinstating the pupil	11
During a suspension or exclusion	11
Reintegration following a suspension or exclusion	12
Monitoring arrangements	12

Introduction

Selby High School has the highest concern for the safety and wellbeing of the whole school community, and we work hard to ensure that our ethos and environment supports student learning and success. Suspension and exclusion is a sanction used only as a last resort, and we aim to reduce the need for the use of it as far as possible. This policy outlines the school's use of suspensions and exclusions and is supported by, and should be read in conjunction with, our school **Behaviour Policy**, which is available on the website. At all times, we follow the guidance in the dfe document: *"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, updated July, 2026."*

Suspension Protocol Summary

Only the Principal (or Vice Principals in the Principal's absence) can authorise a suspension. A suspension is to be used where all other options have been exhausted or for an incident of a sufficient severity that requires suspension from school.

Suspension:

1. Where a need to suspend a student arises, a member of ESLT should request permission from the Principal (Vice Principal in Principal's absence) and agree on the number of days.
2. Allocated member of ESLT to contact the parent/carer of the student and complete the ESLT script on the Suspension Sequence. The phone call must: outline the reason for the suspension; allow an opportunity for any questions to be asked; explain the need for the student not to be in public places during school hours, and ensure that the student has the necessary resources to access work on Ready Steady Learn.
3. Allocated member of ESLT to complete columns A-R on the Suspension Sequence record.
4. Principal/Vice Principal to check column K before letter is sent to parent or carers. As soon as is reasonably possible after the suspension has taken place, the Lead Officer, Attendance and Behaviour will write to the parent/carer, and alert the Local Authority that a suspension has taken place. Where relevant, social workers and the Virtual School must also be informed of the suspension. The letter must include up to date links to sources of impartial advice.
5. When a suspension is for more than 5 days, the school will make arrangements for sixth day provision as soon as possible, and inform parents and carers of arrangements no less than 48 hours before the provision is due to start. This provision will be in one of our partner school's isolation units.
6. A clear record of all suspensions will be maintained by the Lead Officer, Attendance and Behaviour, which will contain a column that indicates the total number of days of suspension. If more than 15 days of suspension are reached in one term, or a student is approaching 45 days of suspension in a year, the Chair of Governors will be informed, and the necessary governors panel will be arranged. A meeting must be arranged within 15 days of the suspension.

Reintegration:

1. Lead Officer, Attendance and Behaviour to inform parents/carers in formal letter of the reintegration time and follow up with a confirmatory phone call, email or text message.
2. ELST lead (with Year Manager) to complete a reintegration contract with clear targets and support for the student. At red wave, other key support staff may be included in the reintegration meeting such as School Social Worker, Student Wellbeing Practitioner or Relational Behaviour Practitioner.
3. A reintegration contract with clear targets and support will be shared with Parents/Carers/Guardians after the meeting.
4. Targets will be added as a Behaviour Note on Arbor and pin this to the student's profile, with the **Summary** set to **Reintegration Targets** (you will need to unpin any previous targets).

Escalating Suspensions:

1. For a student's first suspension, the reintegration will be completed by the Key Stage Director and Year Manager, with clear targets being set.
2. For any student receiving 2 or more suspensions in an academic year, reintegration will be completed by a member of SLT and the Year manager, with previous targets reviewed and new ones set (if appropriate).
3. Where a student hits the trigger of repeated suspensions, they will be mentored by the member of SLT (meeting at least fortnightly) with this information shared with teachers, for a period of at least 6 weeks. Further suspensions will involve said allocated members of SLT to ensure consistency and the ladder of intervention will be used where the need for further suspensions persists.

Support

If students receive more than 1 suspension, and after each subsequent suspension, the school will consider the support that needs to be put in place, which may include:

- Recommendation that the Key Stage Director looks at class groups.
- Support from a mentor, using personalised support targets and rewards.
- For SEND students further support from the SSC; for those not on the SEN register, whether there needs to be an assessment of needs.
- Support within the Bridge, the Hive or the Key.
- Consideration of whether an off-site direction or managed move would help to support the student.
- An application for support from the SEND Hub.
- Recommend work with an external partner (eg around drug use).
- A placement at the Rubicon or other alternative provision.

Power to suspend and exclude

The Principal is the only member of staff within the school who can suspend or permanently exclude a pupil. In the absence of the Principal, the Vice Principal can make this decision.

The governing board can review the Principal's decision and consider representations from parents of excluded pupils. They may direct the reinstatement of an excluded pupil, or uphold an exclusion after a review, but they cannot exclude a pupil themselves. For more information on the governing board's role in exclusions, see section 5.

In making decisions on exclusions, the Principal and governing board must have regard to the statutory guidance issued by the Department for Education on suspensions and exclusions.

Grounds for exclusion

Any exclusion, whether fixed term or permanent, will flow from a breach or breaches of the Positive Relational Behaviour Policy. In accordance with DfE guidance on suspensions and exclusions, a permanent exclusion may only be imposed in response to a serious breach or persistent breaches of the Positive Relational Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education and/or welfare of the pupil or others in the school community.

In line with the school's Positive Relational Behaviour Policy, the following actions are examples of unacceptable behaviour which may result in permanent exclusions or suspensions:

- Refusal to go to lesson, the Hub or designated space.
- Walking out of a consequence, such as a detention.
- Physical violence or the encouraging of physical violence, including the recording or sharing of instances of this.
- Intimidatory, aggressive or threatening behaviour by a group or individual.
- Offensive graffiti.
- Prejudice, sexualised or discriminatory behaviour.
- Disrespectful behaviour towards adults such as swearing at or deliberately misleading staff.
- Intentional damage, dangerous behaviour or misuse of technology which results in harm to others or the school.
- Serious one-off incidents, where the Principal believes an S5 is not a sufficient consequence.
- Failed reintegration meeting.

A long suspension (or permanent exclusion) may be considered for:

- bringing a dangerous weapon, or other dangerous item into school.
- repetition of S5 breaches.
- one of the "very serious incidents" outlined in the school Behaviour Policy.

Types of exclusion

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as a last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option. These may include:

- serious, actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson.

The list is not exhaustive but provides an indication of the severity of the offence which may lead to permanent exclusion for an isolated offence.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing board to ensure that the Principal's decision was lawful, reasonable and fair. The Principal can withdraw an exclusion that has not yet been reviewed by the governing board.

Suspension

The length of a suspension will be set out by the school at the start of the exclusion period. A pupil may only be suspended for 45 days in a school year, so if a pupil reaches 45 days of suspension in one school year, it is likely they will be permanently excluded.

A suspension may result from a serious breach or persistent breaches of the school's Positive Relational Behaviour Policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than other sanctions available to the school under the Positive Relational Behaviour Policy, but does not warrant permanent exclusion.

A permanent exclusion may follow on from a suspension by the Principal if the circumstances warrant it. This will generally be in cases where further evidence comes to light during the school's investigation. In this case, parents or carers will be notified in writing of the decision to permanently exclude the pupil, together with the reasons for doing so. During suspensions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian for the first 5 days of the exclusion period.

An excluded pupil has no automatic right to take a public examination or National Curriculum tests on the school's premises. The governing board can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.

Lunchtime suspension

This is a type of suspension and will not be used as a long-term solution to a behaviour problem. A lunchtime suspension counts as half a day when calculating the total number of days of exclusion.

The school may decide to suspend a pupil from the school premises during the break at lunchtime if their behaviour during this time is very disruptive or dangerous to other pupils and breaches the Positive Relational Behaviour Policy. Arrangements will be made for parents or carers to collect the suspended pupil and supervise them if their age or vulnerability warrants it. The school will not normally invoke a lunchtime suspension for any period longer than a week. If the problem persists, alternative strategies will be looked at to deal with managing the pupil's behaviour.

Pupils who are entitled to free school meals will still be given this provision over their period of lunchtime exclusion.

Making the decision to exclude

Exclusion and suspension, for any period of time, is taken very seriously by the school, and the decision to exclude or suspend is not taken lightly. Various alternative strategies to manage behaviour will usually be tried before suspension or exclusion, as this sanction is only used as a last resort unless the behaviour exhibited equates to a serious breach of the Behaviour Policy.

The school will give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension or exclusion. The school will review the support provided to address the needs of these pupils and consider whether extra support could be put in place to reduce their risk of suspension or exclusion, prior to taking a decision to suspend or exclude.

If it is decided that suspension or exclusion is necessary, the parents or carers of the pupil will be notified, and the circumstances surrounding the exclusion will be formally recorded.

Cancelling Exclusions

The principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The Principal must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents and carers should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay.

Alternative behaviour management strategies

Internal exclusion

If a pupil needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to calm down, it may be necessary to place that pupil elsewhere in the school. This may occur over break times and will be used in circumstances where it is not necessary to remove

the pupil from the school site, but separation is needed. Students will be placed into The Hub or other appropriate space within school.

Mediation

If there is a conflict between two or more pupils, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a pupil.

Restorative work

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

Off-site Direction

Before taking any decision to permanently exclude a pupil, the Principal will consider whether a direction to attend alternative provision as a short-term measure and part of a planned intervention would be a reasonable alternative that should be considered. Off-site direction may also be to another school. The aim of any direction for off-site education is to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

- In order to access a place for a student at the Rubicon, a referral form must be filled out, and parent/carer must give consent.
- For other provisions, for example, External AP, or Work Experience, placements will be agreed at Senior Team Meetings; parental consent should then be sought before the placement begins.
- For all types of off-site direction, a letter will be sent to parents and carers setting out details about the off-site direction.
- The Assistant Principal, Inclusion will maintain regular contact with the provision, and ensure that a review of the placement takes place at least once every term. Parents/Carers, other relevant agencies, and a member of staff from the alternative provision(s) will be invited to the review. Following the review meeting, a letter will be sent to parents and carers outlining the steps that have been agreed at the meeting.
- The school will ensure that students follow an appropriate and equivalent curriculum whilst they are at the alternative provision, and will prioritise students for academic support and intervention if gaps are addressed as part of the review process. If the placement is for three days a week, careful consideration will be given to the two days that are spent in school.
- The Assistant Principal, Inclusion, will oversee a well-planned reintegration programme when the student returns to Selby High School, and ensure that support is in place for at least 6 weeks after the students' return, and reviewed at this point.

- In some cases, an Off-site Direction may be used where a student is directed to attend another school for a period of time. This is done as a supportive measure as a method of re-engaging the student with their education.

Managed move

It may be in the best interests of a pupil to have a chance of a fresh start by moving to another school. This will only occur in consent with parents, the LA (where applicable)¹, the Principal, and the school's governing body. The new school will be asked by the Principal to accept the pupil.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the school will do everything it can to ensure that the transition is as smooth as possible.

There should be no "transition period" before a managed move. Once agreed, the transfer to the new school should take place as soon as possible, and the pupil placed on the roll of the new school. An off-site direction can be used to another school, and this might lead to a managed move subsequently being agreed.

Looked-after children and young people

Selby High School understands that looked-after children and young people may be more susceptible to having behavioural problems due to additional problems they may face at home. We work in conjunction with all relevant childcare authorities to support looked-after children and try every possible means of keeping them in school. Before any decision to suspend or exclude is made, the school will (as appropriate):

- consult the LA and the virtual school head about alternative options to support a looked-after pupil;
- consult the LA and the virtual school head about what alternative provision will be available if the pupil is suspended or excluded;
- involve the child's social worker as early as possible to help the school avoid suspension or exclusion;
- work with the foster carer to improve the pupil's behaviour.

Pupils with special educational needs or a disability (SEND)

Our school's full SEN provision is outlined in our **Special Educational Needs Policy and the SEN Information Report**. We work hard to include students who have behavioural difficulties or

¹

difficulties with elements of social interaction as part of their SEN. The school will try every practical alternative to suspension or exclusion, but there may be some cases where it cannot be avoided.

If a pupil with a disability is under consideration for suspension or exclusion, the Principal will ensure that all other possible options have been considered. To justify suspending or excluding a pupil with a disability for a reason related to their disability, there must be material and substantial reason. The erosion of order and discipline in the school may be material and substantial justification, but only if reasonable adjustments have been made for the pupil's disability.

Ethnicity

Selby High School does not discriminate against any person and our school ethos is one of inclusion, equality, and diversity. If any person feels that they have been discriminated against due to their ethnicity they may make a formal complaint to the school following the process outlined in our school **Complaints Policy**. Where the issue arises in relation to an exclusion, the school will deal with any concerns raised by parents through the consideration of parental representations within the exclusion framework.

Investigating the circumstances

Disruptive behaviour or actions that may warrant sanction will always be investigated before the decision to suspend or exclude is made.

Before the decision to suspend or exclude is made, the Principal will:

- ensure that the school has undertaken a thorough investigation
- consider all the evidence available, including a range of student and staff statements where necessary
- take the pupil's views into account, where appropriate, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made taking into account the school's Behaviour Policy and all other relevant school policies including the Single Equality Plan
- find out whether the behaviour may have been provoked, for example in the case of racial or sexual harassment, or bullying
- consult other people as necessary (but not anyone on the governing board who may later have a role in reviewing the decision)
- keep a written record of discussions, interviews and actions, and retain copies of written records made by other members of staff, ensuring that witness statements are dated and signed if possible.

Confidentiality

The school will deal with all cases of suspension or exclusion and the surrounding circumstances confidentially. Information will be shared only with those who need to know it, and a breach of this may result in disciplinary action.

Recording and notifying the decision to exclude

All suspensions and exclusions will be formally recorded and the Principal, or member of the ESLT dealing with the incident, will contact the parents/carers of the pupil immediately once the decision has been made to suspend or exclude, specifying why this action has been taken and the length of time that it will last. The decision will be confirmed in writing. The Principal will notify the governing board, LA and where applicable, the social worker and virtual school head without delay of the decision to suspend or exclude being made.

Reviewing a suspension or exclusion

The governing body will review suspensions of any length on request by parents who feel that the sanction is unjustified. A meeting will not always be required. They will automatically review all cases of permanent exclusion, as well as any suspensions that would lead to a pupil being excluded for more than 15 days of a school term or missing a public exam. The governing board will look at the evidence and the records leading up to the suspension or exclusion and decide whether, in light of the evidence and his/her legal duties, the Principal has made a lawful, reasonable and fair decision.

The review hearing, including discussions of the panel following the meeting, will be minuted by the clerk.

Parents who want a review of a suspension can contact the governing board. Subject to the type and length of the suspension or exclusion imposed by the Principal, parents will be invited to a review meeting and are entitled to bring a friend or legal representative with them. Parents will be asked to provide the governing body with any written statements or evidence that they might have relating to the suspension prior to the review meeting so that these can be circulated. There will be an opportunity during the meeting for parents to ask questions of the other parties.

The pupil concerned is encouraged to attend if they are able to fully understand the proceedings. Selby High School believes that pupils should be encouraged to take part in the review process and feel that they are listened to. This will hopefully increase the chance of a positive behaviour pattern emerging in the future.

Parents and carers can contact the governing body, by writing to the Clerk to the Board of Governors, c/o Selby High School.

If students have a social worker, they must be invited to the meeting. For a Looked After student, the Virtual Head must be invited to the meeting.

Notification of the governing board decision

Parents will be notified of the outcome of the governing board review meeting in writing. This letter will also outline how parents can request a review by the independent review panel if they

are unhappy with the outcome of the governing board's review. The outcome of the governing board meeting will be one of the following.

Upholding the suspension or exclusion

If the governing board finds that the suspension or exclusion decision was lawful, reasonable and fair, they will uphold the decision to suspend or exclude. In this case, a letter will be sent to the parent or carer of the child, as soon as possible, and not later than 5 school days after the meeting, outlining the decision and the reason for the decision. In respect of a permanent exclusion the letter will include:

- the parent's right to request an independent review panel
- the name and contact details of the person to whom to send the request
- the date by which the request and reasons for it should be given
- that the notice of appeal must set out the reasons for the request
- the right to a SEN expert, and where relevant, social worker, to attend the independent review panel
- the right to have a representative at the independent review panel at the parents' own expense
- that allegations of disability discrimination may also be pursued to the First Tier Tribunal (SEND Tribunal)
- that a claim to the county court can be made for other forms of discrimination.

Reinstating the pupil

If the governing board decides that the decision to suspend or exclude was not lawful, reasonable or fair in light of the evidence and the duties of the Principal, the governing board must reinstate the pupil immediately or by a given date. If the latter option is chosen, support will be given to ensure that the pupil is easily reintegrated into the school. This will include a reintegration interview with the Principal and parent or carer on school grounds, during which a pastoral support plan will be drawn up.

A copy of the letter detailing the outcome will be put in the student's academic records along with any relevant papers. The governing board may also decide to arrange for an educational provision offsite to improve the child's behaviour, such as an anger management course.

During a suspension or exclusion

Although the Principal has made the decision to suspend or exclude a pupil, we maintain responsibility for the education of that child and will do everything that we can to minimise the disruption to their education.

For the first five days of the suspension or exclusion, the school will set work that the child should complete at home under parental supervision. This will be made available on Ready Steady Learn or emailed directly to the student. Paper copies will be provided to families without access to technology.

From the sixth day onwards, in respect of suspensions, the school will arrange for alternative full-time educational provision. In respect of permanent exclusion, the LA will arrange for this provision having assessed the child's needs. Alternative provision might be arranged at:

- another school in the area
- a shared joint facility
- a pupil referral unit
- a private provider
- a local FE college.

If the child has an EHC Plan, the alternative provision will meet those needs.

Reintegration following a suspension or exclusion

When a pupil returns to school following a suspension or direction for education off-site, they and their parents/carers/guardians will be invited to a reintegration meeting. The purpose of the meeting is to avoid further suspensions by:

- offering the student a fresh start,
- helping them understand the impact of their behaviour on themselves and others
- teaching them how to meet the high expectations of behaviour in line with the school culture and setting clear targets for improvement
- offer support in line with the school's systems
- fostering a renewed sense of belonging within the school community; and
- building engagement with learning

Monitoring arrangements

The governing board reviews data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate and is in accordance with the statutory guidance on suspensions and exclusions. The governing board will consider:

- the effectiveness and consistency in implementing the school's Behaviour Policy
- the school register and absence codes
- instances where pupils receive repeat suspensions
- interventions in place to support pupils at risk of suspension or permanent exclusion
- any variations in the rolling average of permanent exclusions to understand why this is happening, and to ensure they are only used when necessary
- timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- the characteristics of excluded pupils, and why this is taking place

- whether the placements of pupils directed off-site into AP are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.