SUSPENSION & EXCLUSION POLICY

Policy implemented:	September 2025
Last reviewed:	September 2026
Next review due:	September 2027

EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this policy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this policy, guided by our values. Policies are reviewed every two years; if a review is delayed, the current version remains in force until approved by the Policy Sponsor.

Training will support understanding, and people we support will be involved in reviews. Local procedures may support this policy, but corporate policies must not be changed locally without formal approval.

This policy must be shared with all colleagues. The controlled version is on BLINK; printed/downloaded copies may be out of date

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1. Summary

1.1 Purpose

Beaumont College is a specialist post-16 further education college committed to providing a safe, supportive and inclusive learning environment for all learners, staff and visitors. The College operates a robust pre-entry assessment process designed to ensure that placement decisions are made following careful consideration of a learner's assessed needs and the College's ability to meet those needs effectively.

Despite this person-centred approach, there may be exceptional and unforeseen circumstances where a serious incident requires a formal investigation to determine whether the College can continue to safely and effectively meet a learner's needs whilst maintaining the safety and wellbeing of all site users.

This policy outlines the circumstances in which Formal Suspension and Permanent Exclusion may be considered and details the procedures that will be followed to ensure decisions are lawful, proportionate, evidence-based and centred upon safeguarding considerations.

1.2 Scope

This policy applies to all Beaumont College learners and outlines:

- The process following a serious incident.
- Circumstances in which Formal Suspension may be implemented.
- Investigation procedures.
- Communication with parents, carers and external stakeholders.
- Decision-making arrangements.
- Possible outcomes following investigation.
- Responsibilities of relevant parties.

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2. Document Control

Policy Sponsor (Name & Role):	Leanne Hornby (Assistant Principal)
Policy Reviewer (Name & Role):	Aaron Churchyard (Quality Manager for Education)
Approved by (Name/Role):	Melinda Glover (Quality Assurance Inspection & Regulation Director)
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Policy Applies to:	**People we Support** ☐ Families/Carers ☐ Children/young people ☐ Adults ☒ Learners **Workforce** ☐ Volunteers ☐ Permanent ☐ Contractors ☐ Bank ☐ Agency ☐ Other: [ ]

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4. Definitions

Formal Suspension

A temporary period during which a learner is not permitted to attend college whilst a serious incident is investigated.

Permanent Exclusion

A decision made following investigation that the College can no longer safely and effectively meet a learner's needs whilst ensuring the safety of all site users.

Investigating Officer

The appointed individual responsible for conducting the formal investigation and producing an objective report of findings.

Positive Behaviour Support Plan (PBS)

An individualised plan identifying proactive strategies, antecedents, support arrangements and responses designed to meet a learner's behavioural and emotional support needs.

Stakeholders

Individuals or agencies involved with the learner, including parents, carers, local authorities, social workers, commissioners and healthcare professionals.

Duty of Candour

The College's commitment to openness, honesty and transparency throughout all stages of the investigation process.

Principles

5.1 General Principles

Beaumont College recognises that learners may require highly individualised support and intervention. The College is committed to creating a positive learning culture that promotes wellbeing, inclusion, safeguarding and successful outcomes for all learners.

As a specialist post-16 further education college, Beaumont College recognises that behaviours of concern may be influenced by communication needs, learning difficulties, disabilities, sensory needs, mental health needs, trauma, environmental factors or other vulnerabilities. All behaviour support approaches will therefore be person-centred, supportive and proportionate.

Formal Suspension and Permanent Exclusion are serious measures and will only be considered in exceptional circumstances where there are significant concerns regarding safety, wellbeing or the College's ability to continue meeting a learner's needs safely and effectively.

The College will seek to prevent the need for suspension or exclusion through:

- Comprehensive pre-entry assessment.
- Positive Behaviour Support planning.
- Appropriate staffing arrangements.
- Individual risk assessments.
- Ongoing multidisciplinary review.
- Collaborative working with families, commissioners and partner agencies.
- Responsive support planning and risk management.

5.2 College Culture and Safeguarding Learners and Site Users

Positive transition planning and support arrangements are implemented to enable learners to settle successfully into college life. Staffing ratios and support levels are carefully considered to reflect individual need and compatibility within the learning environment.

Responses to known triggers, antecedents and behaviours of concern are recorded within Positive Behaviour Support Plans. Following incidents, records are reviewed to establish:

- Whether agreed protocols were followed.
- Whether support provided was appropriate.
- Whether amendments to existing plans are required.
- Whether additional support strategies should be implemented.
- Any lessons that can improve future support.

Where review findings identify the need for changes to support arrangements, Positive Behaviour Support Plans, risk assessments and associated documentation will be updated accordingly. Relevant staff will be informed of any changes and supported to implement revised approaches consistently.

See also the College Positive Behaviour Policy.

5.3 Unexpected Serious Incidents Resulting in Harm to Others

Occasionally, a learner may experience an unexpected response to a set of circumstances which results in harm or injury to another individual.

Where this occurs, the College will:

- Determine whether it is in the learner's best interests to remain on site.
- Arrange collection by parents or carers where appropriate.
- Implement immediate safeguarding and risk management measures.
- Appoint an Investigating Officer.
- Undertake an initial review of antecedents and responses to the incident.
- Maintain communication with parents and carers.
- Conduct welfare checks as appropriate.
- Liaise with relevant stakeholders including local authorities, commissioners, social workers and healthcare professionals.

- Evaluate all available evidence to determine whether an immediate return to study is appropriate or whether Formal Suspension is required.

Throughout this process, safeguarding and the welfare of all learners, staff and visitors will remain the primary consideration.

5.4 Formal Suspension Process

A decision to implement Formal Suspension may only be made by:

- The College Principal; or
- The National Director of Education.

Formal Suspension is a neutral measure and does not imply that any conclusion has been reached regarding the outcome of an investigation. It is a precautionary measure designed to allow a full and objective review whilst maintaining the safety and wellbeing of all site users.

Before making a decision regarding suspension, consideration should be given to:

- The seriousness of the incident.
- The safety of learners, staff and visitors.
- Existing Positive Behaviour Support Plans and risk assessments.
- Previous interventions and support strategies.
- The learner's educational, health and social care needs.
- Any safeguarding concerns.
- Any reasonable adjustments that may be required to support the learner.

The period of Formal Suspension:

- Commences on the date specified within the suspension letter.
- May last for up to 45 days.
- Will be reviewed throughout the investigation process.
- Will be no longer than necessary to conclude appropriate enquiries and determine an outcome.

5.5 Communication During Suspension

The College recognises the importance of maintaining positive engagement with learners and families during any period of suspension.

Accordingly:

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- A named contact will be allocated.
- Weekly contact will be maintained during term time.
- Welfare considerations will remain central to planning and communication.
- Stakeholders will receive updates where appropriate and lawful to do so.
- Parents, carers and relevant professionals will be kept informed of investigation progress where possible.
- The learner's wellbeing and ongoing support needs will continue to be considered throughout the suspension period.

The College is committed to maintaining open, transparent and professional communication during all stages of the process.

5.6 Remote Learning Arrangements

Where appropriate and practicable, the College may agree learning activities that can be completed remotely during the suspension period.

Such arrangements will take account of:

- Individual learner needs.
- Learner engagement and accessibility.
- Safety considerations.
- Available resources and support.
- The learner's ability to participate meaningfully in remote activities.

Remote learning arrangements are intended to minimise disruption to education where possible whilst safeguarding the wellbeing of all those involved.

5.7 Formal Investigation

During the Formal Suspension period, the Investigating Officer will undertake a thorough investigation and produce a formal report.

The investigation will seek to establish:

- Events leading up to the incident.
- Relevant circumstances at home, college or elsewhere.
- Details of the incident itself.
- Staff responses and interventions.

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- Whether procedures and agreed plans were followed.
- Whether existing support arrangements remained appropriate.
- What worked well.
- Opportunities for improvement.
- Lessons learned for future practice.

The investigation will be objective, evidence-based and proportionate, focusing on establishing facts rather than assigning blame.

The resulting report will provide a factual overview of the incident and support decision-making regarding future provision and support.

5.8 Possible Outcomes

Following completion of the investigation, one of the following outcomes may be determined:

Outcome 1: No Further Action

The learner returns to study on an agreed date and any identified support improvements are implemented. A reintegration meeting may be held to ensure a successful return to learning.

Outcome 2: Review of Provision

The College reviews whether alternative arrangements can be implemented safely and effectively to continue meeting the learner's needs.

This may include:

- Amendments to staffing arrangements.
- Additional therapeutic support.
- Revisions to Positive Behaviour Support Plans.
- Updated risk assessments.
- Modifications to timetables, environments or learning arrangements.

This will also include consideration of whether commissioners regard the proposed arrangements as suitable and sustainable.

Outcome 3: Permanent Exclusion

Permanent Exclusion may be considered where the College concludes that it cannot provide alternative arrangements that sufficiently ensure the safety and wellbeing of learners, staff and other site users.

Permanent Exclusion will only be considered following a thorough review of all available evidence and after consideration has been given to whether reasonable adjustments, additional support measures or alternative arrangements could safely meet the learner's needs.

5.9 Equality, SEND and Safeguarding Considerations

Beaumont College is committed to ensuring that decisions regarding suspension and exclusion are fair, proportionate and free from discrimination.

Before any decision is made, consideration will be given to:

- The learner's special educational needs and disabilities.
- Education, Health and Care Plan (EHCP) outcomes and provision where applicable.
- Communication, sensory, emotional and mental health needs.
- The effectiveness of existing support strategies.
- Any safeguarding concerns or vulnerabilities.
- The requirement for reasonable adjustments under the Equality Act 2010.
- Whether the learner's needs have changed since placement was agreed.

No learner will be suspended or excluded solely because behaviour is associated with a disability, identified need or medical condition. Consideration will always be given to whether additional support, revised strategies or reasonable adjustments could address identified concerns.

5.10 Duty of Candour

The College operates a Duty of Candour and is committed to being open, honest and transparent throughout any suspension, investigation or exclusion process.

The College will:

- Share information appropriately and sensitively.
- Communicate decisions clearly.
- Explain the reasons for actions taken.
- Engage constructively with families and stakeholders.
- Identify and act upon lessons learned.

This commitment supports a culture of accountability, continuous improvement and learner-centred practice.

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6. Monitoring, Audit and Compliance

6.1 Monitoring and Record Keeping

The College will maintain accurate records of all Formal Suspensions, investigations and Permanent Exclusions. Records will include the incident, actions taken, investigation outcomes and any changes to support plans or risk assessments.

6.2 Quality Assurance

Suspension and exclusion decisions will be reviewed periodically to ensure they are fair, proportionate, evidence-based and consistent with this policy. Findings will be used to identify good practice and opportunities for improvement.

6.3 Learning and Improvement

The College will review investigation findings to identify lessons learned and improve practice where necessary. This may include updates to Positive Behaviour Support Plans, risk assessments, training or support arrangements.

6.4 Compliance and Review

The College Principal is responsible for overseeing compliance with this policy. The policy will be reviewed annually, or sooner if required by changes in legislation, guidance, organisational learning or significant incidents.

7. Areas of Responsibility

7.1 College Principal

The College Principal is responsible for the implementation of this policy and for ensuring that decisions relating to Formal Suspension and Permanent Exclusion are fair, proportionate and appropriately documented.

7.2 National Director of Education

The National Director of Education may authorise Formal Suspensions and provide oversight and support regarding decision-making and outcomes.

7.3 Investigating Officer

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The Investigating Officer is responsible for conducting investigations, gathering evidence, producing investigation reports and identifying any lessons learned.

7.4 College Staff

All staff are responsible for following Positive Behaviour Support Plans, recording incidents accurately, promoting learner safety and supporting the effective implementation of this policy.

7.5 Parents, Carers and Stakeholders

Parents, carers and relevant stakeholders are expected to work collaboratively with the College, engage in communication and contribute to meetings and reviews where appropriate to support positive outcomes for learners.

8. Learning and Development

8.1 Staff Training

The College will ensure that staff receive appropriate training to support the effective implementation of this policy. This may include training in Positive Behaviour Support, safeguarding, behaviour management, risk assessment and incident reporting.

8.2 Professional Development

Staff will be supported to develop and maintain the skills and knowledge required to meet the needs of learners and promote safe, positive outcomes. Additional training and support may be provided where learning from incidents or investigations identifies a need.

9. Associated Documents

The following documents should be read in conjunction with this policy:

- Positive Behaviour Support Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Risk Assessment Policy
- Complaints Policy
- Incident Reporting Procedures

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These documents support the effective implementation of this policy and provide additional guidance regarding behaviour support, safeguarding and learner wellbeing.

10. Legal, Regulatory & Standards Framework

This policy has been developed with regard to relevant legislation, statutory guidance and best practice, including:

- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- SEND Code of Practice: 0 to 25 Years
- Working Together to Safeguard Children
- Department for Education Guidance on Suspensions and Permanent Exclusions

The College will ensure that all decisions relating to Formal Suspension and Permanent Exclusion are made in accordance with its safeguarding responsibilities, equality duties and commitment to providing a safe and inclusive learning environment for all learners.

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	February 2025	Julia Parks	New policy	Craig Harris
V1.1	January 2026	Lauren Hill	Reviewed - 1 revision to reflect PBS policy now being in place	Jessica Lesniak
V2.0	September 2026	Leanne Hornby	Policy reformatted and enhanced to improve	Aaron Churchyard

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			governance, clarity and consistency. Added definitions, roles and responsibilities, monitoring arrangements, associated documents and legislative framework.	

12. Appendices

- Appendix A: (e.g., checklist)
- Appendix B: (e.g., flowchart)