

# Daffodil Grammar School for Girls

## Suspension and Permanent Exclusion Procedure

**School address:** 163 Commercial Road, London, E1 2DA

**Proprietor:** ASM Anisuzzaman

**Headteacher:** Mr Stephen Montford

**Behaviour Lead:** Eman Ahamed

**Designated Safeguarding Lead:** Eman Ahamed

**Applies to:** All pupils in Key Stage 3

**Review cycle:** Annual

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### 1. Purpose and underlying principles

The purpose of this procedure is to set out how Daffodil Grammar School for Girls will respond to serious breaches of behaviour standards through suspension or permanent exclusion, ensuring that decisions are lawful, proportionate, consistent and centred on the safety and wellbeing of the school community.

Suspension and exclusion are serious disciplinary measures. They are not routine sanctions and must never be used casually. They represent a significant intervention in a pupil's education and must therefore be used only where necessary and justified.

The school recognises that maintaining high standards of behaviour is essential for safeguarding, learning and the orderly running of the school. However, the use of suspension or exclusion must always be balanced with fairness, careful consideration of individual circumstances, and an understanding of any underlying factors influencing behaviour.

This procedure reflects the principle that exclusion is a last resort, used where other strategies have been ineffective or where the seriousness of the incident requires immediate action to protect others.

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## 2. Legal and regulatory framework

Although independent schools are not bound by all aspects of statutory exclusion law in the same way as maintained schools, Daffodil Grammar School for Girls adopts the principles of the Department for Education's guidance on suspension and permanent exclusion to ensure that decisions are fair, transparent and defensible.

The school must also comply with:

- Equality Act 2010
- Independent School Standards
- Safeguarding obligations under KCSIE

Decisions must not be discriminatory, must take account of protected characteristics, and must consider whether behaviour may be linked to special educational needs, disability or safeguarding concerns.

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## 3. Definitions

A **suspension** (previously referred to as a fixed-term exclusion) is a temporary removal of a pupil from the school for a defined period.

A **permanent exclusion** is the removal of a pupil from the school roll and termination of their place at the school.

Both measures may be used only where the school has clear and justifiable reasons.

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## **4. Grounds for suspension or exclusion**

Suspension or exclusion may be considered where there has been a serious breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education, safety or welfare of others.

Examples of behaviour that may lead to suspension or exclusion include, but are not limited to:

- violence or physical aggression
- serious bullying, including prejudice-based bullying
- sexual harassment or sexual misconduct
- possession of prohibited items
- persistent defiance or disruption
- behaviour that poses a safeguarding risk
- bringing the school into serious disrepute

The school does not operate a purely punitive model. Each case must be considered individually. However, certain behaviours, particularly those involving safeguarding risks, may justify immediate suspension or permanent exclusion.

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## **5. Investigation and decision-making process**

Before a decision is made, the Headteacher must carry out a thorough and fair investigation.

This includes:

- gathering accounts from staff and pupils
- reviewing any available evidence
- considering the context of the incident
- allowing the pupil an opportunity to respond

The investigation must be conducted promptly but not rushed. Decisions must be based on the balance of probabilities.

The Headteacher must consider:

- the seriousness of the behaviour
- whether this is a first or repeated incident
- the impact on other pupils and staff
- whether alternative strategies have been attempted
- whether there are any mitigating factors

Mitigating factors may include:

- SEND needs
- mental health concerns
- safeguarding issues
- personal circumstances

However, mitigating factors do not remove the need to ensure safety and order.

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## **6. Decision to suspend**

A suspension may be used where a temporary removal from school is necessary to:

- allow a situation to be investigated
- reinforce behavioural expectations
- protect other pupils and staff
- provide a period for reflection and intervention

The length of suspension must be proportionate to the incident. It must not be excessive or arbitrary.

During suspension, the school remains responsible for the pupil's welfare and must ensure that appropriate arrangements are in place.

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## **7. Decision to permanently exclude**

Permanent exclusion is a serious and final step.

It will only be used where:

- there has been a serious breach of behaviour
- or there is persistent disruptive behaviour despite interventions
- and allowing the pupil to remain would seriously harm the school community

The Headteacher must be satisfied that:

- all relevant factors have been considered
- the decision is lawful and reasonable
- no alternative is appropriate

Permanent exclusion must never be used impulsively.

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## **8. Communication with parents**

Parents must be informed of any suspension or exclusion without delay.

Communication must include:

- the reason for the decision
- the duration of suspension (if applicable)
- expectations during the period
- the right to make representations
- any next steps

Communication must be clear, formal and respectful.

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## **9. Education during suspension**

The school will make reasonable arrangements for the pupil to continue their education during suspension.

This may include:

- work set by teachers
- structured independent study
- reintegration planning

The aim is to ensure that the pupil does not fall behind unnecessarily.

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## **10. Reintegration following suspension**

Following a suspension, the school will hold a reintegration meeting with the pupil and parents.

The purpose of this meeting is to:

- review the incident
- set clear expectations
- agree any support or interventions
- ensure that the pupil can return successfully

Reintegration must be structured and purposeful. It is not simply a return to normal without reflection.

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## **11. Safeguarding considerations**

At all stages, the school must consider whether behaviour may be linked to safeguarding concerns.

Where appropriate:

- the DSL must be involved
- additional support may be required
- external agencies may be consulted

The school must ensure that disciplinary action does not overlook underlying risk.

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## **12. Equality and fairness**

The school must ensure that decisions are fair and non-discriminatory.

Particular care must be taken where a pupil has:

- SEND
- a disability
- mental health needs

The school must consider whether reasonable adjustments are required.

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## **13. Role of the proprietor**

The proprietor has oversight of exclusion decisions and must ensure that procedures are followed correctly.

Where required, the proprietor may:

- review decisions

- consider representations from parents
  - ensure fairness and compliance
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## **14. Record keeping**

The school will maintain detailed records of:

- incidents
- investigations
- decisions
- communications

These records must demonstrate that decisions were reasonable and justified.

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## **15. Final statement**

Suspension and permanent exclusion are serious measures that must be used with care, fairness and professionalism.

Daffodil Grammar School for Girls is committed to maintaining high standards of behaviour while ensuring that decisions are made thoughtfully, consistently and in the best interests of the school community.