"Put your heart and soul into everything that you do."
Purpose. Passion. Success.

Suspension and Permanent Exclusion Policy

1. Aims

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe, supportive and inclusive environment.
This policy reflects our nurturing approach to behaviour and recognises that behaviour is a form of communication.
Our school aims to:

- Ensure that the suspension and exclusion process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Maintain a safe, calm and inclusive learning environment
- Support all pupils, including those with SEND and additional needs
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and exclusions are lawful and proportionate

Permanent exclusion will always be used as a **last resort**.
This policy reflects our school values of **Purpose, Passion and Success**, ensuring that decisions are made with integrity, care and a commitment to enabling all pupils to thrive.

A Note on Off-Rolling

The school is committed to lawful practice and will not engage in off-rolling.
Off-rolling includes:

- Removing a pupil from roll without formal exclusion
- Encouraging parents to remove a child from the school roll
- Preventing a pupil from attending without following statutory procedures

This will not occur under any circumstances.

2. Legislation and Guidance

This policy is based on:

- Suspension and Permanent Exclusion Guidance (DfE, September 2023)
- Section 51a of the Education Act 2002 (as amended)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) Regulations
- The Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education

3. Definitions

- **Suspension** – temporary removal from school for a fixed period
- **Permanent exclusion** – removal from the school roll
- **Managed move** – a permanent transfer to another school by agreement

- **Off-site direction** – placement at another setting to improve behaviour

4. Roles and Responsibilities

4.1 The Headteacher

Only the headteacher (or acting headteacher) has the authority to suspend or permanently exclude a pupil.
A decision will only be made:

- In response to serious or persistent breaches of the Behaviour Policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others

Principles for Decision-Making

The headteacher will:

- Act lawfully, reasonably and fairly
- Consider all relevant evidence on the balance of probabilities
- Allow the pupil to give their version of events

The school recognises, in line with its **Nurturing Positive Behaviour Policy**, that behaviour is a form of communication and will consider whether behaviour may be linked to unmet need before making any exclusion decision.

The headteacher will also consider:

- Safeguarding implications
- Whether exclusion may increase the pupil's vulnerability
- The impact on the safety and wellbeing of other pupils

In line with the school's values:

- **Purpose** – decisions will prioritise safety, fairness and accountability
- **Passion** – pupils will be supported with care and understanding
- **Success** – the school will strive to ensure all pupils are supported to succeed wherever possible

Vulnerable Pupils

Particular consideration will be given to pupils who:

- Have SEND
- Have a social worker
- Are looked after or previously looked after
- May be experiencing safeguarding concerns

The school will work with relevant professionals to **avoid exclusion wherever possible**.

Behaviour and Safeguarding

- Behaviour is recognised as a potential safeguarding indicator
- Concerns will be recorded in line with safeguarding procedures
- Where behaviour involves child-on-child abuse, safeguarding procedures will be followed alongside behaviour processes

Alternatives to Exclusion

Before exclusion is considered, the school will explore appropriate alternatives, including:

- Pastoral and nurture support
- Behaviour support plans
- Multi-agency involvement
- Reasonable adjustments for SEND
- Off-site direction or managed moves

Use of Suspension and Permanent Exclusion

- Suspension may be used as part of a graduated response
- Permanent exclusion will only be considered:
    - After appropriate support and intervention has been implemented, or
    - In response to a serious one-off incident

Informing Parents and Others

All statutory requirements for informing parents, governors, the local authority and relevant professionals will be followed without delay.

5. Education During Suspension

- Work will be set and marked during the first 5 days
- Reasonable adjustments will be made for pupils with SEND
- Alternative provision will begin no later than day 6

6. Governing Board Responsibilities

The governing board will:

- Ensure exclusions are lawful, reasonable and fair
- Consider reinstatement where required
- Monitor data to identify patterns and disparities

They will evaluate:

- Repeat suspensions
- Impact on vulnerable pupils
- Effectiveness of behaviour systems

7. Considering Reinstatement

The governing board will:

- Consider reinstatement within statutory timeframes
- Review fairness, evidence and procedure
- Take into account safeguarding and welfare

They may:

- Reinstate the pupil
- Decline reinstatement

8. Independent Review Panels

Parents may request an independent review.

The panel will:

- Review the legality, fairness and process
- Consider SEN and safeguarding factors

9. School Registers

The school will comply with statutory requirements regarding:

- Removal from the register
- Attendance coding
- Notification to the local authority

10. Reintegration Following Suspension

Reintegration Strategy

A planned reintegration process will support pupils returning to school.

This will:

- Promote a successful return
- Address underlying needs
- Support positive behaviour

This reflects the school’s nurturing approach, recognising that behaviour may be a response to **dysregulation or unmet need**.

Reintegration reflects the school’s commitment to **Purpose, Passion and Success**, ensuring that pupils are supported to rebuild relationships, re-engage with learning and achieve positive outcomes.

Support may include:

- Pastoral support
- Mentoring
- External agency involvement
- Regular review meetings

Reintegration Meetings

Meetings will:

- Be supportive and solution-focused
- Reinforce that the pupil is valued
- Set clear expectations

Part-Time / Reduced Timetables (Clarified)

Part-time timetables will **not** be used:

- As a strategy to manage behaviour
- As an alternative to suspension or permanent exclusion

However, in line with the school’s **Nurturing Positive Behaviour Policy**, a reduced or flexible timetable may be appropriate:

- For medical needs

- For SEMH needs
- As part of reintegration
- As part of agreed flexi-schooling arrangements

In these cases:

- Arrangements will be **planned, documented and time-limited**
- Parents will be fully involved
- Safeguarding arrangements will remain robust
- Provision will remain meaningful and appropriate

The school will ensure that reduced timetables:

- Support pupil welfare and engagement
- Maintain access to education
- Do not constitute informal exclusion

11. Remote Meetings

Meetings may be held remotely where appropriate and will meet all statutory requirements.

12. Monitoring and Review

The school will monitor:

- Suspensions and exclusions
- Behaviour patterns
- Impact on pupil groups

The **DSL and senior leaders** will analyse data to ensure:

- Fairness
- Inclusion
- Compliance with Equality Act duties

13. Links with Other Policies

- Nurturing Positive Behaviour Policy
- Safeguarding / Child Protection Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- SEND Policy
- Equality Policy

Appendix 1: independent review panel training

The Local Authority (WNC) must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel’s decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act