Improving As One

Kindness, Respect, Courage, Curiosity

Name of School	The Winchcombe School
Document	Suspension and Permanent Exclusion Policy

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The Winchcombe School

TITLE: Suspension and permanent exclusion policy	**STATUS: STATUTORY**

Purpose:
At the Winchcombe School, we want to ensure that every child is able to learn in a safe, happy and caring environment. Two of our core school values are **respect** and **kindness,** and we expect our children to show these values at all times in the behaviour. However, there are occasions when it may be necessary to put in place a suspension or permanent exclusion for the protection of learning and safety of others in the school.

This policy is based on the statutory guidance from the Department for Education (DfE): https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

Definitions of terms referred to in this policy:

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register.

Off-site direction – when a pupil is required to attend another education setting temporarily, to improve their behaviour.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Deciding whether to suspend or permanently exclude:

- Only the headteacher can suspend or permanently exclude a pupil from school on disciplinary grounds.
- The decision can be made in respect of behaviour inside or outside of school that breaches the School Behaviour Policy.
- When suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies and support need to be put in place to address behaviour issues.
- The headteacher will only use permanent exclusion as a last resort.

A decision to permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy.
- If allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others such as staff or pupils in the school.

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked.

- Allow the pupil to give their version of events, considering these in light of their age and understanding.
- Consider whether the pupil has special educational needs (SEN) or a disability. Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or education, health and care plan (EHCP), the school will consider additional support, reasonable adjustments or alternative placement may be required. This will include assessing whether the current provision is suitable for the pupil's needs and, where appropriate, consulting with the local authority.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a Child in Care/Child Looked After by the local authority (CiC/CLA) or care experienced).
- Consider whether all alternative solutions have been explored, such as an internal removal from class, off-site directions for temporary placements, or managed moves, which are permanent and not used as trial placements.

Where behaviour concerns emerge, the school will seek to identify and respond to underlying barriers as early as possible. This may include reviewing attendance, safeguarding concerns, SEND needs, mental health and wellbeing, family circumstances, bullying, curriculum access and any reasonable adjustments that may support the pupil to remain in education.

Off-site directions and managed moves:

It may be necessary, in the interests of the pupil to support improvements in the behaviour, to use a temporary off-site direction in another setting or to agree a permanent transfer to another school as part of a managed move.

When directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered.
- Ensure there is evidence that appropriate interventions have already been implemented.
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies.
- Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity, the social worker, DSL, parents/carers (unless this would create a safeguarding risk) and for looked after children, the virtual school head.
- The school and new school will work together to make sure that any support plans that the pupil has are reviewed and amended to reflect the move.

Temporarily removing a pupil from the school site for safeguarding reasons:

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not a suspension or exclusion on disciplinary grounds, must be kept under regular review and must last only for as long as is necessary to manage the safeguarding risk.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site.

The decision to do this would be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g. social services or the police). If the decision is taken to do this, the school should inform the parent/carer without delay, including the reasons for the decision and notify the governing board.

During this removal from site, the school will provide achievable and accessible work for the pupil to complete at home, or work with the local authority to ensure suitable education is arranged.

The school should then support the pupil's reintegration, as soon as it is safe to do so.

Process of putting in place a suspension or permanent exclusion:

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parent/carer and pupil, in order to work together to consider factors that may be affecting the pupil's behaviour and what further support can be put in place to improve behaviour.

If the headteacher then decides to suspend or permanently exclude a pupil, the headteacher should:

- Inform the pupil and parent/carer in person or by phone, of the period of suspension or exclusion and reason(s).
- The parent/carer should be informed by follow up in writing about the following:

  The reason for the suspension or permanent exclusion

  The length of the suspension, or for a permanent exclusion, the fact that it is permanent

  Information about the parent's/carer's/pupil's right to make representations about the suspension or permanent exclusion to the governing board and how any representations should be made

  Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil and that the parent/carer/pupil have a right to attend the meeting and may bring a representative.

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of suspension, where this is earlier), the parent/carer is legally required to ensure that their child is not present in a public place during school hours without good reason. This should include specifying on which days this duty applies.
- If alternative provision is being arranged, the written notification to the parent/carer should include details of this arrangement, including the start date, address of provision that has been arranged, the name of the person the pupil should report to and the duration of the placement.
- If the headteacher cancels the suspension or permanent exclusion, they will notify the parent/carer without delay and provide the reason for this.
- The headteacher will inform, without delay, the governing board of any permanent exclusions or suspensions being made.
- The headteacher will inform the local authority of all suspensions and permanent exclusions (including any cancellations), without delay, regardless of the length of a suspension.
- If a pupil has a social worker and/or virtual school head, the headteacher will inform them as soon as possible, including where the pupil is at risk of suspension or permanent exclusion, so that safeguarding, welfare and educational support can be considered at the earliest stage.
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- If the pupil is not attending alternative provision, the headteacher should ensure that achievable and accessible work is set for the pupil.
- For permanent exclusions, the local authority will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.
- For pupils who are looked after or have social workers, the local authority and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

Responsibilities of the governing board:

Responsibilities regarding suspensions and permanent exclusions should be delegated to at least three governors.

The governing board will review, challenge and evaluate the school's use of suspension, exclusion, off-site direction and managed moves to scrutinise patterns, ensure these are only used as a last resort and raise any emerging trends.

Governors have a duty to consider any parent/carer representations about a suspension or permanent exclusion and consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances, as outlined below.

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion, if the exclusion is permanent, if it would bring the pupils' total number of days out of school to more than 15 in a term, or would result in a pupil missing a National Curriculum test.

Where the pupil has been suspended and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parent/carer. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where a meeting is held with the governing board regarding a suspension or exclusion, they can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of a pupil immediately, or on a particular date

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair
- Whether the headteacher has followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

The governing board will decide whether or not a fact is true 'on the balance of probability'.

The clerk will be present when the decision is made and minutes will be taken of the meeting and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record.

The governing board will notify the school, parent/carer and local authority and other stakeholders, where appropriate, of the outcome.

If a parent/carer believes a permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the

county court, in the case of other forms of discrimination. Any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

The parent/carer may request an independent review with the local authority if they wish to appeal a decision and this must be made within 15 school days of the notice being given to the parent/carer by the governing board of its decision to not reinstate a pupil, or, if after this, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Registration of excluded pupils:

A pupil's name will be removed from the school admission register if 15 school days have passed since the parent/carer was notified of the governing board's decision to not reinstate a pupil and if no application has been made for an independent review panel. If an independent review panel has been requested, the school will wait until that review has concluded before removing a pupils' name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

A pupil will be registered at 1 school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

Where a pupil's name is to be removed from the school admission register because of a permanent exclusion, the school will make a return to the LA and provide details of the pupil, which must be done as soon as possible after the decision to permanently exclude.

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a pupil to alternative provision (AP) where this is not in their best interests, or
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a pupil on a part-time timetable for behavioural reasons

If a parent/carer has a concern about off-rolling, they should raise this with the headteacher or governing board. The school will investigate the concern and ensure that any pupil movement is lawful, transparent and in the pupil's best interests.

Returning from a suspension, off-site direction or separation for safeguarding purposes:

Following suspension, a period of off-site direction, separation for safeguarding purposes or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully back into school life and full-time education, including putting in place any necessary support plans upon return.

The school will hold a meeting with the parent/carer and pupil before returning to school to discuss what return will look like and set out expectations for return, alongside any support.

Part-time timetables will not be used as a tool to manage behaviour. Where a part-time timetable is used for another lawful reason, it will be time-limited, regularly reviewed and used for the minimum time necessary.

Monitoring arrangements for suspensions and permanent exclusions:

The school will record data on the following and review it regularly to identify patterns, evaluate impact and inform further support:

- Attendance, permanent exclusions and suspensions
- Use of alternative provision, off-site directions and managed moves
- Anonymous surveys of staff, pupils, parents and governors on their perceptions and experiences

For inspection purposes, the school will be able to evidence that suspensions, permanent exclusions, off-site directions and managed moves are lawful, proportionate, consistently applied and used alongside appropriate support. Leaders will retain records showing the rationale for decisions, the pupil voice, parent/carer communication, safeguarding considerations, SEND and vulnerability checks, support offered before and after the decision, and the impact of any reintegration or alternative provision arrangements.

The school and governing board will regularly review and scrutinise this data, including patterns for pupils with SEND, pupils with a social worker, looked-after and previously looked-after children, disadvantaged pupils and any other vulnerable groups, to ensure that the school is meeting its duties under the Equality Act 2010 and that any disproportionality is identified, challenged and addressed.

This policy supports the school's wider responsibilities for safeguarding, inclusion, attendance, behaviour and leadership. Leaders and governors will use this policy alongside the School Behaviour Policy, attendance procedures, safeguarding procedures, SEND information and alternative provision arrangements to ensure that pupils remain safe, included and able to access education wherever possible.

This and other related policies mentioned in this policy will also be reviewed annually.

LINKED POLICIES:
School Behaviour Policy

Sign:	*Sally Craig*	**Sign:**	*Liam Anderson*
Sally Craig		**Liam Anderson**	
Consultant Head Teacher		**Chair of Governor's**	
Date:	**9.11.26**	**Date:**	**9.10.26**