Suspension and Permanent Exclusion Policy

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Every child thrives, every adult grows, and every community benefits

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Key Abbreviations in this Documentation	
SSC	School Standards Committee[1]
EAB	Education Advisory Board
GDC	Governor's Disciplinary Committee
IRP	Independent Review Panel
PEP	Personal Education Plan
PSP	Pastoral Support Plan
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator

[1] Referred to in DfE documentation as the Governing Board or Governing Body

EHCP	Education Health and Care Plan
VSH	Virtual School Head

1. Introduction

Community Academies Trust's Suspension and Permanent Exclusion Policy sets out the process that will be followed and the additional considerations around suspensions and exclusions that each school within the trust will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

Where the school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Each CAT school will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the *Behaviour Policy*[2] and the *SEND Policy* for the school.

2. Application of policy

This policy applies to all members of Community Academies Trust (CAT). Each school within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3. Definitions

Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

Permanent exclusions are where, subject to a decision of the School Standards Committee[3] regarding whether or not to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will 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.

Managed Moves are where a pupil is transferred to another school permanently. All parties, including parents/carers and the admissions authority for the new school, should consent before a managed move occurs.

[2] Sometimes called *Relational Policy* or *Behaviour and Discipline Policy*. For the purposes of this policy, the term *Behaviour Policy* should be taken to also mean all of the above.

[3] Commonly known as a Governing Body/Board and sometimes temporarily replaced with an Education Advisory Committee (EAB). For the purposes of this policy, the name School Standards Committee (SSC) should be taken to also mean EAB where one is in place.

Off-site directions are where the SSC requires a pupil to attend another education setting temporarily, to improve their behaviour. These will be time limited with intervention in place to support the ultimate return to the pupil.

4. Roles and responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour, with reference to the school's *Behaviour Policy*.

The School Standards Committee (SSC)

The SSC is responsible for forming committees to review exclusions and suspensions when it is required to do so, when it is requested by parents, or when it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the SSC will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

The Local Authority

In the case of permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth school day of the exclusion.

Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.

Pupils

All pupils in CAT schools are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the *Behaviour Policy* will apply.

5. CCTV, witness evidence and pupil views

Schools may use Close Circuit Television (CCTV) within their premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor review meeting. All trust schools adhere to the Information

Commissioner's Office (ICO)'s Code of Practice for the use of CCTV. Please refer to *CAT Data Protection Policy* for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any Governor review meeting. All statements will be signed and dated, unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The headteacher will also take account of any contributing factors identified, after an incident of misbehaviour has occurred.

6. Reintegration strategy meetings following suspension or off-site direction

Where a pupil is suspended or is directed to be educated off-site, upon return to the school, both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them how to meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

so that further suspensions are not needed.

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school will use various measures to support a pupil's successful reintegration, in accordance with their age and specific needs. This might include:

- daily contact with a designated pastoral professional in school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- mentoring by a trusted adult or via an external support agency;
- regular reviews with the pupil and parents to praise progress being made and to raise and address any concerns at an early stage;
- informing with the pupil, parents and staff of potential external support;
- other planned pastoral interventions.

Whilst reintegration meetings are expected by the school, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

7. Cancelling a suspension or exclusion

A suspension or exclusion can be cancelled by the headteacher as long as the suspension or exclusion has not been considered by the governors. In relation to an exclusion, it cannot be cancelled if the total time that the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

Where a suspension or exclusion is cancelled, the relevant parties will be informed by the headteacher in accordance with the Statutory Guidance on Suspensions and Exclusions.

8. Suspensions before a permanent exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension has ended. Exceptional circumstances may include where, for example, further evidence has come to light, a further investigation has revealed that the behaviour is more serious than first thought or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

9. Directing off-site and managed moves

Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy 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. The requirements in relation to any off-site direction will be followed.

For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off-site but any managed move will comply with the new school's admissions procedures. The school will share relevant information with the new school and check that they have an integration strategy. At the end of the off-site direction, the relevant parties (including the parents) will review how the placement has gone before a decision is taken about whether the move becomes permanent. A managed move will only be agreed to where it is in the pupil's best interests.

10. Independent review panels (IRPs)

Community Academies Trust arranges IRPs on behalf of all schools in the Trust, and requests for an IRP where a permanent exclusion has been upheld should be made to Oliver Johnson, Trust Governance Manager, on ojohnson@catschools.uk within 15 school days.

The trust ensures that all members of an independent review panel and IRP clerks have received appropriate training within the two years prior to the date of the review.

Further details on the role and powers of IRPs can be found in Part Ten of the statutory guidance on exclusions and suspensions.

11. Reconsideration by the School Standards Committee

Where an IRP either recommends reconsideration or quashes the initial decision of the SSC, the decision will be considered within ten school days. This may involve a re-hearing with oral evidence given by the school and parents or may be a reconsideration with only the School Standards Committee members and the clerk present.

12. Remote meetings

Any governor meeting and/or IRP meeting may be conducted remotely where the parents request this and where the meeting can fairly be held remotely, with all participants having access and where all are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it is not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.

In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

13. Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feel that they are being pressured into a managed move, they should raise their concerns with a staff member or the headteacher in accordance with the Trust's *Complaints Policy*. If the concern relates to an exclusion, or suspension decision, or matters relating to it, the statutory procedure set out in the statutory guidance on exclusions and suspensions will be followed.

14. Equality impact

The school and Trust do all that they can to ensure that their policies do not discriminate against pupils or others, either directly or indirectly, in line with any *Equality Act 2010* protected characteristics. This includes race, religion, disability, sexual orientation, and sex. Before bringing this policy into effect, the

Trust consulted stakeholders to gain their views and responses; the consultation responses have informed this policy.

15. Monitoring arrangements

The SSC and trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by governors and trustees to ensure the processes and support for pupils are appropriate:

- The interventions put in place for pupils at risk of suspension and permanent exclusion;
- The processes in place for determining and reviewing directions off-site and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- The full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
    - any previous placements have been evaluated, including support for any applicable SEND;
    - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
    - the correct attendance code is being used;
    - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;
- The cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- Whether the school register and absence codes have been recorded correctly;
- How the *Behaviour Policy* is applied and specifically its consistency;
- The circumstances in which pupils receive repeat suspensions;
- Whether Personal Education Plans for Looked After Children have been reviewed on a termly basis.

16. Links with other policies

The *Suspension and Permanent Exclusion Policy* links to the following policies:

- *Behaviour Policy;*
- *SEN Policy* and information report;
- *Child Protection and Safeguarding Policy;*
- *Designated Teacher for Looked After Children Policy*
- *Child on Child Abuse Policy*.