WILL ADAMS ACADEMY

DREAM, BELIEVE, ACHIEVE

Suspension and Exclusion Policy

Date of last review by Local Governing Body	September 2026
Review cycle	Annual
Policy due for review by Local Governing Body	September 2027

Purpose

Will Adams Academy is committed to providing a safe, supportive and inclusive environment in which all pupils can learn, flourish and achieve.

We recognize that suspension and permanent exclusion are serious measures and should only be used where necessary, lawful, reasonable, fair and proportionate.

The aims of this policy are to:

- ensure that suspension and permanent exclusion procedures are applied fairly, consistently and lawfully;
- ensure that pupils, parents/carers, staff and governors understand the suspension and exclusion process;
- ensure that decisions are made in the best interests of the pupil and the wider school community;
- maintain a safe and appropriate educational environment;
- ensure that behaviour is understood in the context of the individual pupil's needs and circumstances;
- reduce the need for suspension and permanent exclusion through early intervention, appropriate support and effective behaviour management;
- ensure that pupils remain engaged in suitable education wherever possible;
- minimise the risk of pupils becoming disengaged from education or becoming NEET;
- ensure that pupils are supported to successfully reintegrate following suspension or other temporary changes to provision.

As an Alternative Provision setting for pupils who have experienced, or are at risk of, permanent exclusion, Will Adams Academy recognises its particular responsibility to use preventative and supportive approaches wherever possible.

Legislation and Statutory Guidance

This policy has regard to the following legislation and statutory guidance:

- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026;
- Education Act 2002;
- Education Act 1996;
- Education and Inspections Act 2006;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Equality Act 2010;
- Children and Families Act 2014;
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended;
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended and applied to academies and pupil referral units by the 2026 Regulations;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- School Admissions Code;
- Keeping Children Safe in Education;
- Behaviour in Schools: Advice for Headteachers and School Staff;
- Arranging Alternative Provision: A Guide for Local Authorities and Schools.

The school will have regard to any subsequent statutory guidance or legislative changes that affect suspension, permanent exclusion, alternative provision, attendance, safeguarding, SEND or equality.

Definitions

- Suspension – a temporary removal of a pupil from school for disciplinary reasons. It was previously referred to as a fixed-term or fixed-period exclusion.
- Permanent exclusion – permanent removal of a pupil from the school's roll following a decision by the headteacher/principal in accordance with the statutory framework.
- Exclusion – where used in legislation or statutory guidance, this includes both suspension and permanent exclusion.
- Off-site direction – a temporary arrangement requiring a pupil to attend another educational setting for the purpose of improving behaviour. It is a preventative measure and is not a disciplinary exclusion.
- Safeguarding separation – in exceptional circumstances, a pupil may be temporarily prevented from attending the school premises for safeguarding purposes where keeping pupils apart is essential and cannot reasonably be achieved while allowing the pupil or pupils to remain on the premises. This is not a suspension or disciplinary exclusion.
- Managed move – a permanent transfer to another school, arranged in accordance with the School Admissions Code and statutory framework. A managed move is not a trial placement.

Principles governing suspension and permanent exclusion

Will Adams Academy ensures:

- suspension and permanent exclusion are used only on disciplinary grounds;
- decisions are lawful, reasonable, fair and proportionate;
- suspension is not used as a substitute for appropriate support, assessment or intervention;
- pupils are not suspended or permanently excluded because the school cannot meet their SEND;
- pupils are not suspended or permanently excluded because of poor academic performance;
- a pupil is not suspended or permanently excluded because they or their parent/carer have not attended a reintegration meeting;
- informal or unofficial exclusions will not be used;
- parents/carers will not be encouraged to remove their child from the school roll in order to avoid a formal exclusion;
- a pupil will not be asked to remain at home without the appropriate statutory process where the reason is disciplinary;
- the individual circumstances of every pupil will be considered;
- the views of the pupil will be sought and considered, taking account of age and understanding;
- the school will consider whether SEND, disability, safeguarding, mental health, unmet need or other relevant circumstances have contributed to the behaviour;
- the school will comply with its duties under the Equality Act 2010;
- vulnerable pupils will receive appropriate additional consideration and support;
- the school will work with parents/carers, the referring school, local authority and relevant professionals wherever appropriate.

Preventing suspension and permanent exclusion

The school recognises that suspension and permanent exclusion should normally be used only where other strategies, practices and interventions have not successfully addressed the behaviour or where the seriousness of the incident requires a more significant sanction.

Before suspension is considered, the school will use appropriate strategies and interventions, which may include:

- restorative approaches;
- individual behaviour support and personalised behaviour plans;
- pastoral support, mentoring and trusted-adult support;
- reasonable adjustments and SEND assessment/support;
- individualised timetables where appropriate and lawful;
- therapeutic or wellbeing interventions;
- parent/carer meetings and attendance support;
- curriculum adaptation and targeted intervention;
- risk assessment and safety planning;
- support from external agencies;
- liaison with the referring school;
- alternative provision or off-site direction where appropriate.

The level of intervention will be proportionate to the pupil's needs and circumstances. The school will keep appropriate records of significant interventions and their impact.

Consideration of SEND, disability and other individual circumstances

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will consider all relevant circumstances, including whether:

- the pupil has SEND or a disability;
- reasonable adjustments have been made where required;
- the pupil's SEND provision is appropriate and being implemented;
- there are unmet special educational, health or care needs;
- the pupil's behaviour may be linked to their SEND or disability;
- safeguarding concerns may have contributed to the behaviour;
- the pupil is known to childrens social care;
- the pupil is looked after or previously looked after;
- the pupil has other significant vulnerabilities or barriers to education;
- additional support or an alternative intervention is required.

Where a pupil has an EHCP and there are concerns about whether their needs are being appropriately met, the school will consider whether an early review of the EHCP is appropriate and liaise with the local authority as necessary.

For a child in our care (CioC),the school will liaise with the child's social worker and Virtual School Head as appropriate and consider whether an interim Personal Education Plan review is required.

The school will ensure that a pupil is not excluded simply because their SEND or disability presents a challenge to the school.

Decision to suspend

Only the Headteacher, or an acting headteacher formally appointed to undertake the Headteacher's duties, may suspend or permanently exclude a pupil.

The Headteacher will make the decision based on the evidence available and will consider:

- the seriousness of the incident and its impact on others;
- the pupil's previous behaviour and individual circumstances;
- the pupil's SEND and/or disability and whether reasonable adjustments have been made;
- whether the behaviour was provoked;
- whether the pupil has been given an opportunity to provide their account;
- the pupil's views;
- relevant safeguarding information;
- previous interventions and their effectiveness;
- whether allowing the pupil to remain in school would seriously harm the education or welfare of others;
- whether another response would be more appropriate.

The Headteacher will establish the facts using the balance of probabilities standard.

Where further evidence becomes available after a suspension has been issued, the Headteacher may consider whether a further suspension or permanent exclusion is appropriate, following the statutory procedures.

Reasons for suspension

Suspension may be considered where there has been a serious or persistent breach of the school's Behaviour and Expectations Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Examples may include:

- physical assault or violence towards another person;
- threatening or intimidating behaviour;
- serious verbal abuse;
- bullying, including racist, homophobic, biphobic, transphobic, sexist or other discriminatory abuse;
- sexual harassment or sexual misconduct;
- possession, use or supply of drugs or other prohibited substances;
- possession or use of an offensive weapon;
- serious damage to property;
- theft;
- serious misuse of technology or social media;
- behaviour that presents a significant risk to the safety of pupils or staff;
- persistent, serious disruption;
- deliberate and serious breaches of safeguarding or safety procedures.

This list is illustrative and not exhaustive. No behaviour will automatically result in suspension. Each case will be considered individually and proportionately.

Pupil voice

The pupil will be given every opportunity to provide their account of events before a suspension decision is made.

The school will consider the pupil's views, taking account of age, maturity, communication needs, SEND and emotional state. Reasonable adjustments will be made where required.

Where appropriate, the pupil will be supported by a trusted adult or other appropriate person. The school will, where appropriate, explain to the pupil how their views have been considered in the decision-making process.

Notification of suspension

Parents/carers will be informed without delay of a suspension and, wherever possible, verbally before receiving written confirmation.
Written notification will include:

- the reason(s) for the suspension;
- the period of the suspension;
- the arrangements for education during the suspension;
- information about the parent's/carer's right to make representations to the Local Governing Body;
- information about relevant review arrangements;
- information about the right to request a remote meeting where applicable;
- information about the parent's/carer's legal responsibility for the pupil during the first five school days;
- details of any relevant support available.

The school will provide the required statutory information within the timescales set out in the DfE guidance.

Notification to the Local Authority and other agencies

The school will notify the Local Authority without delay of every suspension and permanent exclusion, regardless of its length.

Where appropriate, the school will also notify the pupil's social worker, the Virtual School Head for a looked-after pupil, the pupil's referring school and other relevant professionals or agencies where this is necessary and lawful.

The school will ensure that relevant information is shared promptly to support safeguarding, continuity of education and effective intervention.

Responsibilities during the first five school days

During the first five school days of a suspension, parents/carers are legally responsible for ensuring that their child is not present in a public place during normal school hours without reasonable justification.

The school will provide appropriate work for the pupil to complete during the suspension and will make reasonable adjustments where required.

The school will maintain appropriate contact with the pupil and family during the suspension, particularly where this will support successful reintegration. The school will consider the pupil's wellbeing, safeguarding and engagement with education throughout the suspension.

Education from the sixth day

For a suspension which takes a pupil's total number of suspended days beyond five school days in any one term, The

school will arrange suitable full-time education from no later than the sixth school day.

The school will work with the Local Authority, referring school and/or alternative provision provider as appropriate to ensure that suitable education is provided. Where travel arrangements are required, the school will consider the pupil's individual circumstances, including safeguarding and accessibility.

Maximum period of suspension

A pupil may be suspended for one or more fixed periods, provided that the total number of days of suspension does not exceed 45 school days in any one school year.

Where a proposed suspension would result in a pupil being suspended for more than 15 school days in a term or would result in the pupil missing a public examination or national curriculum test, the Local Governing Body will consider the matter in accordance with statutory requirements.

The Local Governing Body will also follow the statutory arrangements for considering representations from parents/carers where the total number of suspension days exceeds five but does not exceed 15 school days in a term.

Work and educational provision

The school will ensure that pupils receive appropriate educational work during suspension. Work will be matched as far as reasonably practicable to the pupil's curriculum and individual needs.

- curriculum work;
- online learning;
- reading and revision;
- vocational work;
- pastoral and wellbeing activities;
- work linked to the pupil's individual support plan.

Reasonable adjustments will be made for pupils with SEND or disabilities.

Reintegration following suspension

The school will use a planned reintegration strategy following suspension. The purpose of reintegration is to provide the pupil with a fresh start, rebuild their sense of belonging, repair relationships, identify and address barriers to successful engagement, reinforce expectations and reduce the likelihood of further suspension.
Reintegration may include:

- contact with the pupil during the suspension;
- a welcome meeting;
- a meeting with parents/carers;
- restorative work;
- mentoring or trusted-adult support;
- personalised targets or a report card;
- additional pastoral or curriculum support;

- reasonable adjustments;
- a review of the pupil's support plan;
- external agency involvement.

A parent/carer meeting should normally be offered following suspension. However, attendance at a reintegration meeting will not be made a condition of the pupil returning to school.
The school will not use suspension repeatedly without reviewing the effectiveness of the support and interventions being provided.

Part-time timetables

A part-time timetable will not be used as a behaviour sanction or as a means of managing a pupil's behaviour indefinitely.

Where a part-time timetable is necessary because of a pupil's individual circumstances, it will:

- be agreed with the pupil and parents/carers;
- have a clear rationale;
- be time-limited;
- be regularly reviewed;
- have a clear plan for increasing attendance towards full-time education;
- be recorded appropriately for attendance purposes.

The school will ensure that part-time education does not become an informal or unofficial exclusion.

Informal and unofficial exclusions

The school will not use informal or unofficial exclusions.
A pupil will not be:

- sent home to 'cool off' without the appropriate statutory process;
- asked to remain at home because staff are unable to manage their behaviour;
- encouraged to withdraw from the school;
- removed from the school roll without following the lawful process;
- required to meet an additional condition before being allowed to return following a suspension.

Any disciplinary removal from school must be managed through the appropriate statutory suspension or exclusion process.

Safeguarding separation

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school premises for safeguarding purposes where separating pupils is essential and cannot practicably be achieved in a way that allows the pupil or pupils to remain on the premises.

Safeguarding separation is not a disciplinary sanction and must not be used as an alternative to suspension.

The decision will be led by the Designated Safeguarding Lead in consultation with the Headteacher and will be subject to appropriate risk assessment and review.
The school will:

- record the decision and reason;
- notify the Local Governing Body without delay;
- consider the pupil's safeguarding and educational needs;
- maintain appropriate contact with the pupil and family;
- arrange suitable education where required;
- review the arrangement regularly;
- bring the separation to an end as soon as it is safe and practicable to do so.

If the behaviour itself warrants a disciplinary sanction, the statutory suspension process will be followed separately.

Off-site direction

Where appropriate, the school may use off-site direction as a preventative intervention to improve a pupil's behaviour. Off-site direction is a temporary educational arrangement and is not a suspension or permanent exclusion.

It may be considered where in-school interventions or targeted support have not been successful, the pupil's behaviour would benefit from a different environment, and the placement can meet the pupil's individual needs.

Off-site direction may involve placement at another school or an Alternative Provision setting and may be full-time or combined with continued education at the school.

The Local Governing Body/Trust will exercise the relevant statutory power in accordance with the Trust's Scheme of Delegation.

Arrangements for off-site direction

Before an off-site direction is implemented, the school will consider:

- the purpose of the placement;
- the pupil's views;
- the views of parents/carers;
- the pupil's SEND and other individual needs;
- safeguarding considerations;
- the suitability of the receiving provision;
- travel arrangements;
- the proposed duration;
- the curriculum;
- how progress and behaviour will be monitored;
- arrangements for communication between settings;
- proposed reintegration arrangements.
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The school will provide parents/carers with the required written information, including the reasons for the direction, placement, duration, expectations, monitoring and review arrangements, and relevant rights.

Off-site direction will be time-limited and regularly reviewed. A proposed maximum period will be identified as part of the planning process, with consideration given to what should happen when that period ends.

The receiving provision and school will maintain appropriate communication throughout the placement.

Managed moves

A managed move is a permanent transfer to another school and must be genuinely voluntary and agreed by the relevant parties.

A managed move must comply with the School Admissions Code, relevant attendance and pupil registration regulations, the statutory suspension and exclusion guidance and the pupil's EHCP where applicable.

A managed move will not be used as a trial placement.

The school will not pressure a parent/carer to agree to a managed move. A pupil will not be suspended or permanently excluded simply because they or their parent/carer have refused a managed move.

Where a managed move is being considered for a vulnerable pupil, The school will involve relevant professionals, including the pupil's social worker where appropriate.

Permanent exclusion

As an Alternative Provision Academy, Will Adams Academy recognises that permanent exclusion of a pupil is an exceptionally serious step and will be considered only as a last resort.

Permanent exclusion may be considered where there has been a serious breach, or persistent breaches, of the school's Behaviour and Expectations Policy **AND** allowing the pupil to remain in the school would seriously harm the education or welfare of pupils or staff.

The Headteacher will consider all relevant facts and circumstances before making a decision, including the evidence, pupil account and views, seriousness of behaviour, previous interventions, SEND and disability, safeguarding, reasonable adjustments, individual circumstances, impact on others, and whether alternative strategies have been exhausted or are inappropriate.

The statutory procedures for permanent exclusion will be followed in full.

Local Governing Body responsibilities

The Local Governing Body will discharge its statutory responsibilities in accordance with the DfE guidance and the Trust's Scheme of Delegation.

This includes, where required:

- considering whether a suspended pupil should be reinstated;
- considering representations from parents/carers;
- considering permanent exclusion decisions;
- ensuring statutory procedures have been followed;
- ensuring decisions are lawful, reasonable, fair and proportionate;
- considering relevant pupil, parent/carer and other representations;
- monitoring patterns and trends in suspension and exclusion;
- monitoring the impact on vulnerable groups, including pupils with SEND;
- monitoring safeguarding separations;
- scrutinising the use and effectiveness of off-site direction and managed moves;
- challenging inappropriate use of exclusion.

The Local Governing Body will receive appropriate information to enable it to monitor whether

suspension and exclusion are being used appropriately and proportionately.

Cancellation of a suspension or permanent exclusion

The Headteacher may cancel a suspension or permanent exclusion that has not yet begun, or that has begun, provided that the governing board has not yet met to consider reinstatement.
Where an exclusion is cancelled, The school will:

- notify the parents/carers without delay;
- notify the Local Governing Body;
- notify the Local Authority;
- notify the pupil's social worker and Virtual School Head where applicable;
- provide the reason for cancellation;
- offer the parent/carer and pupil an opportunity to meet with the Headteacher to discuss the circumstances;
- allow the pupil to return to the school without delay.

Any days spent out of school as a result of the cancelled exclusion will count towards the maximum of 45 school days in the school year.

A permanent exclusion cannot be cancelled where the statutory 45-day limit would have been exceeded.

Review and representations

Parents/carers have statutory rights to make representations to the Local Governing Body about suspension and permanent exclusion.
The school will provide parents/carers with clear information about the decision, length and reason for the suspension/exclusion, their right to make representations, relevant timescales, how representations can be made, arrangements for meetings, remote meeting arrangements where applicable, and independent review rights where applicable.
The Local Governing Body will follow the statutory procedures and timescales contained in the DfE guidance.
Parents/carers may be accompanied or represented at relevant meetings in accordance with the statutory guidance.

Independent review

Where a permanent exclusion is upheld by the Local Governing Body, parents/carers will be informed of their statutory right to request an independent review panel.

The school will provide the information required by the statutory guidance, including relevant deadlines and information about accessing independent advice and support.

The independent review process will be conducted in accordance with statutory requirements.

Support and advice for parents/carers

The school will provide parents/carers with information about sources of independent advice and support, which may include:

- the Department for Education guidance for parents;
- the Local Authority;
- SEND Information, Advice and Support Services (SENDIASS);
- Coram Child Law Advice;
- Independent Provider of Special Education Advice (IPSEA).

Monitoring and evaluation

The Headteacher will monitor:

- the number and length of suspensions;
- reasons for suspension;
- repeat suspensions;
- pupils approaching five, ten, fifteen and 45 days;
- permanent exclusions;
- suspensions by pupil characteristics;
- suspensions involving pupils with SEND;
- safeguarding separations;
- use and outcomes of off-site direction;
- managed moves;
- reintegration outcomes;
- the impact of suspension on attendance, engagement and progress.

The Local Governing Body will receive appropriate data and analysis to enable effective challenge and oversight.

Where patterns or inequalities are identified, the school will review its behaviour systems, SEND provision, pastoral support and preventative approaches.

Related policies and documents

- Behaviour and Expectations Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Attendance Policy;
- Anti-Bullying Policy;
- Equality Policy;
- Online Safety Policy;
- Positive Handling/Use of Reasonable Force Policy;
- Supporting Pupils with Medical Conditions Policy;
- Alternative Provision arrangements and procedures;
- Trust Scheme of Delegation.