



Suspension and Permanent Exclusion Policy

Governor Committee Responsible:	N/A	Staff Lead	Hannah Williams
Status	Advisory	Review Cycle	Annually
Last Review	April 2026	Next Review Date	April 2027
Chair of Governors	Mike Adlam Chair@finlay.gloucs.sch.uk		

SUSPENSION AND PERMANENT EXCLUSION POLICY

Finlay Community School – October 2025 (Fully Updated for DfE & KCSIE Alignment)

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe, inclusive and supportive environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and supported
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully
- Ensure that safeguarding and pupil welfare are central to all decisions

We will not use suspension or exclusion in a way that could place a pupil at increased risk of harm.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education:

- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*

It is based on the following legislation:

- Education Act 2002 (Section 51A)
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014

This policy is also written in line with:

- Keeping Children Safe in Education (KCSIE)
- The School Inspection Handbook

2A. Safeguarding and exclusion decisions

The school recognises that behaviour leading to suspension or permanent exclusion may be linked to unmet safeguarding needs.

Before making any decision to suspend or permanently exclude a pupil, the Co-headteacher will:

- Consider whether the behaviour is a result of:
 - Safeguarding concerns, including abuse, neglect or exploitation
 - Unmet social, emotional or mental health needs
 - Trauma or adverse childhood experiences
- Consult with the Designated Safeguarding Lead (DSL) where appropriate
- Review safeguarding records, including Child Protection or Child in Need plans
- Consider whether a safeguarding referral (including early help or statutory services) is required

Where a pupil is vulnerable, the school will ensure that exclusion is not used in a way that would place the pupil at greater risk of harm.

The school will work with relevant agencies, including children's social care, to ensure that appropriate support is in place before, during and after any suspension or permanent exclusion.

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period

Permanent exclusion – when a pupil is removed permanently and taken off the school roll

Off-site direction – when a pupil attends another setting temporarily

Managed move – a permanent transfer agreed by all parties

Parent – any person with parental responsibility

4. Roles and responsibilities

4.1 The Co-headteacher

Only the Co-headteacher can suspend or permanently exclude a pupil.

A decision will only be taken:

- In response to serious or persistent breaches of the behaviour policy

- Where allowing the pupil to remain would seriously harm the education or welfare of others

Before making a decision, the Co-headteacher will:

- Consider all relevant facts and evidence on the balance of probabilities
- Allow the pupil to give their version of events
- Consider SEND and reasonable adjustments
- Consider vulnerability (including social worker or looked-after status)
- Consider whether the behaviour is linked to safeguarding concerns and consult the DSL where appropriate
- Consider whether alternative strategies have been explored

Where safeguarding concerns are identified, appropriate action will be taken in line with the safeguarding policy. Exclusion will not be used as a substitute for safeguarding intervention.

Informing parents

Parents will be informed without delay of:

- The reason(s) for the suspension or exclusion
- The length of the suspension or permanence of the exclusion
- Their rights to make representations

Parents will also be informed that:

- For the first 5 school days, they must ensure the child is not in a public place during school hours without good reason
- They may face a fixed penalty notice or prosecution if they fail to do so

Where alternative provision is arranged, parents will receive:

- Start date
- Times of attendance
- Location
- Reporting arrangements

This information will be provided within statutory timescales.

Informing the governing board and local authority

The governing board and local authority will be notified without delay of:

- All exclusions
- Any exclusions exceeding 5 days
- Permanent exclusions
- Any cancellations

Informing social workers / VSH

Where a pupil has a social worker or is looked-after:

- They will be informed as early as possible
- They will be invited to relevant meetings
- Their advice will be sought regarding safeguarding risks, contextual factors and appropriate support strategies

Cancelling suspensions and permanent exclusions

The Co-headteacher may cancel an exclusion that has not yet been reviewed by the governing board.

Where this occurs:

- All relevant parties will be notified without delay
- The pupil will return to school without delay
- Parents will be offered a meeting

Any time already spent out of school will count towards the statutory maximum.

Providing education during the first 5 days

Work will be provided and marked during the first 5 days.

For vulnerable pupils, the school will work with the local authority to provide education from day 1 where appropriate.

4.2 The governing board

The governing board will:

- Consider reinstatement decisions within statutory timeframes
- Review the lawfulness, reasonableness and fairness of decisions
- Consider safeguarding, welfare and contextual factors

In making decisions, the board will consider:

- Whether safeguarding needs were identified and addressed
- Whether appropriate support was in place
- The welfare and safety of all pupils

The board will monitor:

- Patterns of exclusion
- Disproportionality
- Effectiveness of interventions

4.3 The local authority

The local authority will:

- Arrange education from the sixth day of exclusion
- Work with the school to support vulnerable pupils from the first day where appropriate

5. Considering reinstatement

The governing board will consider reinstatement within statutory timescales, including:

- Within 15 school days for permanent exclusions
- Where thresholds for cumulative suspension are met

They will consider:

- Whether the decision was lawful, reasonable and procedurally fair
- Safeguarding needs and whether they were properly considered
- The interests of the pupil and wider school community

6. Independent review

Parents may request an independent review panel within statutory timelines.

The panel will:

- Consider the circumstances of the exclusion
- Review whether procedures were followed
- Consider whether safeguarding needs and vulnerabilities were properly taken into account

The panel may:

- Uphold the decision
- Recommend reconsideration

7. School registers

The school will:

- Maintain accurate attendance records
- Remove pupils from roll in line with statutory requirements
- Notify the local authority with required pupil details

8. Returning from a suspension

8.1 Reintegration strategy

A reintegration strategy will be implemented, including:

- Consideration of safeguarding needs
- Review of existing safeguarding plans
- Identification of additional support

Where appropriate, a risk assessment will be completed.

8.2 Reintegration meetings

A reintegration meeting will take place and may include:

- Parents
- Staff
- Relevant professionals

- Safeguarding staff where appropriate

9. Remote access to meetings

Meetings may be held remotely where:

- All participants can fully engage
- The process remains fair and transparent

10. Monitoring arrangements

The school will monitor:

- Exclusion data
- Patterns across groups
- Timing and frequency

Analysis will be used to ensure fairness and compliance with equality duties.

11. Links with other policies

This policy links to:

- Behaviour Policy
- SEND Policy
- SEN Information Report
- Safeguarding and Child Protection Policy

Statement on Off-Rolling

The school does not engage in off-rolling. All exclusions will follow statutory procedures.