

Exclusions & Suspensions Policy

The Policy that follows Department for Education guidance on the
Suspension & Permanent Exclusion from Harlington School

This policy must be read in conjunction with Harlington School Culture for Learning Behaviour Expectations Policy

Document Control

| Updated: | Next Review: | Review by: | GB / Committee Ratification Date: |
|------------|--------------|------------|-----------------------------------|
| March 2026 | Sept 2026 | FGB | 24/03/2026 |
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| Document Accountability | |
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| Purpose | Policy statement to work in conjunction with the Harlington School Culture for Learning Behaviour Expectations Policy |
| Statutory status | Yes |
| Responsibility | Headteacher (with authorised delegation to the Deputy Headteachers) |
| Approval Authority | Chair of Governors & the Governing Body of Harlington School |
| Cycle of Approval & Monitoring | To Governing Body annually for approval School Council annual for review Staff & Unions for consultation |
| Authorship & Responsibility | Headteacher |
| Related Legislative Guidance | <ul style="list-style-type: none"> • Behaviour in Schools: Advice for Headteacher and school staff (DfE, February 2024) • Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024) • Searching, Screening and Confiscation: Advice for schools (DfE, July 2022) • Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024) • Keeping children safe in education 2025 (DfE, September 2025) • Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015) • Equality Act 2010, Part 6: Education (April 2010) • Education and Inspections Act 2006, Section 89 (November 2006) • Use of Reasonable Force Guidance (2013) • Supporting pupils with medical conditions at school • The Education Act 2002, as amended by the Education Act 2011 • The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 • The Education and Inspections Act 2006 |

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| | <ul style="list-style-type: none"> • The Education Act 1996 • The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014. • Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement. August 2024 <p>In addition, this aims to protect;</p> <ul style="list-style-type: none"> • Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils • Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils’ property. • UN Convention on Human rights; Article 3, 4, Article 8, Article 12, Article 13, Article 14, Article 19, Article 25, Article 27, Article 28, Article 29, Article 30, Article 36, Article 37, Article 39 and Article 40. Further support for our children and young people and their parents can be obtained online at https://www.unicef.org/child-rights-convention/resources . • Equality Act 2010, Part 6: Education (April 2010) • Staff and the identified approved ‘use of reasonable force’ guidance |
| <p>Harlington School Policies to be read in conjunction with this policy</p> | <p>Harlington School Culture for Learning Behaviour Expectations Policy</p> <p>Safeguarding and Child Protection Policy</p> <p>Supporting Students with Medical Conditions Policy</p> <p>Equality Policy</p> <p>Exclusions and Suspensions policy</p> <p>Appendix B (Physical Intervention) to this policy</p> <p>Attendance Policy</p> <p>SEND Policy</p> <p>Anti- Bullying Policy</p> <p>Online Safety Policy</p> |

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| Availability | School Website School Reception Office | |
| Contents of the Policy | <ol style="list-style-type: none"> 1. Introduction & Policy Statement 2. A Trauma Informed & Therapeutic Response to Behaviour Consequences 3. Key Terms to be aware 4. The Vision & Principles of Harlington School and its application to the policy 5. Creating a Psychologically Safe environment 6. Graduated response before a suspension or permanent exclusion 7. Legal Requirements for a suspension or permanent exclusion 8. Understanding when suspension may be necessary 9. Governing Body review of suspensions 10. The Authority to Permanently Exclude 11. The Governing Body Panel procedures to review the decision of the Headteacher to Permanently exclude a child or young person 12. Access Equality Information, Impact review & Staff Training • Appendix 1; Student-Friendly Version: Understanding Suspensions and Exclusions at Harlington School • Appendix 2; Parent/Carer-Friendly Version: Suspensions and Exclusions at Harlington School • Appendix 3; Summary of Harlington School's Exclusions and Suspensions Policy | <p>5</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>13</p> <p>14</p> <p>19</p> <p>20</p> <p>24</p> <p>25</p> <p>27</p> <p>29</p> <p>33</p> |

1. Introduction & Policy Statement

This policy is aimed to provide a safety net to ensure that the school may call upon the most extreme measures of suspension or permanent exclusion. Harlington School reserves the right, in line with guidance and our policies to act in the best interests of the School Community. If the School believes that there are actions or repeated actions that place the safe, calm and purposeful running of the school at risk, this policy identifies the legal grounds to suspend or permanently exclude in the best and safest interest of the school community as a whole, as identified by government guidance. At Harlington School we make no excuses for setting a high level of expectations and standards and promoting positive, healthy and valued behaviours as opposed to detrimental and damaging behaviours. This policy is aimed to deal with those circumstances where the damaging and detrimental behaviours are such that the school has no alternative but to suspend or in the most serious breaches or in line with continued detrimental or damaging behaviours is our only option to resolve a situation and support a child or young person to remove their barrier for success and learning within a safe, calm and purposeful environment.

Under the guidance of law in the Education & Inspections Act 2006, Headteachers of maintained schools must determine the measures to be taken to ensure;

- the promotion of self-discipline
- the proper regard for authority among pupils
- encouraging good behaviour and respect for others
- preventing all forms of bullying among pupils
- securing an acceptable standard of behaviour
- securing that pupils complete tasks reasonably assigned to them in connection with their education
- regulating the conduct of pupils

Of the above, the use of suspensions and permanent exclusions is supported by guidance to help achieve these aims

2. A Trauma Informed & Therapeutic Response to Behaviour Consequences

The Trauma Informed and Therapeutic Approach undertaken by Harlington School aims to recognise the unique and individual needs of every child. We have a priority aim to find suitable alternatives to suspensions and permanent exclusions, whilst acknowledging guidance that states “**Schools and local authorities should not adopt a no exclusion policy**” and that this in itself “**a no exclusion policy can present safeguarding issues and expose staff and students to unreasonable risks**”*.

*Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement. August 2024

Our approach therefore looks at each unique incident or series of occurrences and aims to establish a solution to enable the child or young person the foundations to succeed, without compromising our responsibilities to other members of our school community.

3. Key Terms to be Aware

To avoid ambiguity and misconceptions or language, we clearly identify and define the following key words used within this policy as:

- **MUST** = Refers to where the Headteacher of Harlington School 'MUST' follow
The term '**must**', in this document, refers to what Headteacher of Harlington School/the Governing Body / The Hillingdon Local Authority / parents/carers or recognised others are required to do by law and must have regard to when carrying out their duties.
- **Should** = The term '**should**' refers to recommendations for good practice as mentioned in the suspension and permanent exclusion guidance and should be followed unless there is good reason not to.
- **Suspension** = Refers to an exclusion of a fixed period of time (anywhere between ½ day (1 session) to a maximum of 45 days within an Academic Year.
- **Permanent Exclusion** = Exclusions that are permanent and aimed to preclude the child from returning to the school
- **Parent /Carer / relevant other** = As defined in law for those with the legal responsibility in overseeing the responsibilities of parenting a child or young person. The Term relevant other here is only used for those young people aged 18 or over and face a suspension or permanent exclusion – in these situations, their right in law directs to their adult responsibilities of being the point of communication. In cases where the responsible adult or other is neither a carer or parent it may require reverting to legal protection orders in place and may result in communications and responsibilities being conferred to or joined with a social worker or other local authority appointed professional supporting a family or leading the care responsibilities for the child or young person.
- **Pupils / Students (child or young person)** = As used to convey meaning from guidance and law, these words are interchangeable to accommodate all our children and young people on roll at Harlington School.
- **Incident (Qualifying Incident)** = For the case of this policy the term 'incident' is used by the school to establish a one off event or series of events that culminate in a decision to be made about an 'incident' that warrants further support, including the use of sanctions (including the use of suspensions or permanent exclusions) to maintain or re-establish a safe, calm and purposeful environment. Incident review meetings will be held with all key stakeholders and at the appropriate stage this will also involve the child or young person and their parent or carer or relevant other.

- **Incident Review** = Following an identified incident, an incident review takes place that is the basis of Harlington School's framework for informed decision making.

4. The Vision & Principles of Harlington School and its application to this policy

Harlington School remains committed to a Trauma Informed and Therapeutic Approach when dealing with behaviour. Our staff have been trained and as a school we are aware of the previous experiences and events that impact a child or young person's life. We understand that these experiences can have a detrimental impact on the child's present and their life choices. At times choices can have rewarding or detrimental & damaging consequences. We therefore aim to identify the experience of trauma, acknowledge that it does not manifest the same way in every child and therefore ensure we look at each event and behaviour related incident through each unique lens of understanding and experience. We also understand that we too as adults can be impacted by our own experiences and we aim to couple these when understanding the impact of any event and how we support all stakeholders when responding accordingly.

Where we place our trauma informed culture at the heart of our response, we cannot allow this approach to be abused to accommodate behaviours that are detrimental or damaging to children and young people. There are consequences for our actions, and our aim is to primarily teach this before detrimental decisions and actions are made. This explicit teaching of the behaviour expectations is aimed to build a minimum expectation for reasonable understanding and consideration to be placed on each and every student. In doing so there is an expectation, of every child and young person, of reasonable competence in understanding the expectations and valued behaviours taught to maintain a safe, calm and purposeful environment. We acknowledge that for some this may not always be possible and we therefore reserve the right, within this policy to use suspensions and permanent exclusions as alternative solutions to deal with incidents that have exhausted all other solutions or continue to place the safe, calm and purposeful running of the school at risk.

This Suspensions and Exclusions Policy therefore is connected with the aims of the Culture for Learning Behaviour Policy. In addition, this policy identifies the use of suspensions and permanent exclusions as the last resort when all else has proved unsuccessful at preventing or changing a child or young person's behaviour. When children and young people don't meet behaviour expectations the culture for learning policy outlines expectations and how staff will remind and support our children and young people. The culture for learning Behaviour Expectations Policy establishes the principles of supporting children who do not meet behaviour expectations whilst outlining our expectations and valued behaviours. Whereas this policy identifies the thresholds, as approved in law and guidance, that allows for sanctioning children and young people who fall below those valued behaviours and expected standards that could reasonably be expected for and of all students to help maintain a safe, calm and purposeful environment. Therefore, when deciding on a suspension or permanent exclusion as a last resort, Harlington School will abide by the guidelines as outlined within this policy. This policy outlines our responsibilities and actions in accordance with DfE guidance.

Here at Harlington School, we therefore:

- Recognise the statement of commitment to a Trauma Informed and Therapeutic Approach and support mechanism, for behaviour as outlined within our Culture for Learning Behaviour Policy.
- We recognise that behaviour is communication.
- We remain committed to investigate incidents and review the facts and information gathered to make informed decisions to support those directly involved and support the maintaining of a safe, calm and purposeful learning environment for all children, young people, staff and adults.
- Aim to review and provide support, as reasonably and efficiently feasible and affordable as possible, to find alternative solutions to suspensions and exclusions where possible
- Identify that in some situations the best course of action and support for a child and the wider school community may be to suspend or permanently exclude a child.
- Identify that we cannot risk the allowance of a continued place for a child where other children, young people or staff are placed at risk.

In practice, this means that Harlington School will:

- Make resource allocations to support a positive, constructive, Trauma informed and therapeutic approach to behaviour.
- Review periodically the data and patterns of behaviours in relation to the efficiency of the staff support and programmes in place.
- Review every incident and where deemed necessary place the option of suspension and permanent exclusion as both a justifiable solution, a last resort and reasonable solution where;
 - either other options have failed or
 - the incident is such that requires immediate consideration for a serious consequence to maintain a safe, calm and purposeful environment and that any other decision apart from a suspension or permanent exclusion would not suffice in the protection of the safe, calm and purposeful environment for all learners, staff and visitors.
- Listen to our children and young people, especially through School Council to ensure a balanced and fair approach when dealing with behaviour, especially those behaviours that are detrimental and damaging to oneself, others and the school community.
- Work with the families and external agencies such as the local authority to recognise external programmes, early help and social care opportunities to help our young people, children and their families.

5. Creating a Psychologically Safe Environment

The Culture for Learning Behaviour Expectations Policy for Harlington school explicitly teaches;

- Through a regular cycle of teaching and framing our valued behaviours, non-negotiables and culture for learning expectations
- Teaches, through the school ethos and values, the uniqueness of every individual and the necessity to value everyone's aspirations, show respect, understanding and tolerance through involvement in broader school programmes and adherence to ACD and the Harlington Way

- About the emotions and stress children and young people may be experiencing and is occurring in their brains and bodies. They are encouraged to respond appropriately and accordingly with valued behaviours that do not have a detrimental or damaging consequence to themselves, others, the school community or wider society.
- Staff have been made aware of cues, facial expressions, body language, tone and voice to respond accordingly and supportively but with the understanding to not exacerbate a situation, call on call for support and ensure we maintain a safe, calm and purposeful environment for all.
- Through recognising positive and valued behaviours and recording detrimental and damaging behaviours staff have been trained to give clear expectations on behaviour.
- Staff have also been supported to have restorative conversations when expectations are not met.
- Staff reach out to parents for support and collaboration on reintegration meetings if detrimental behaviours continue and disrupt the safe, calm and purposeful learning environment.
- As a school we allocate very valuable resources to maintaining a safe, calm and purposeful environment.
- As a school we monitor our behaviour data to ensure our responses are fair, measures and appropriate when responding to behaviours to maintain a safe, calm and purposeful environment.
- As a school we observe learning in practice, monitor feedback from written work to prioritise educational outcomes as the key route to a brighter future.
- We use CCTV appropriately and accordingly to maintain and monitor a safe environment, in the knowledge that this information can be used to investigate and review an incident in maintaining a safe and calm environment.
- We reserve the right, as in accordance with this policy and DfE guidance on suspensions and exclusions to use these methods of responding to serious breaches in our behaviour expectations and ultimate responses to serious detrimental and dangerous breaches of our behaviour policy and the safe, calm and purposeful school environment.

6. Graduated response before a suspension or permanent exclusion

In line with both this policy and our Culture for Learning Behaviour Expectations Policy we undertake the following graduated response:

- Follow a clear recorded and visible system of behaviour tracking through our use of Track-It Lights. This enables a visible response to correct any non-compliant behaviour that goes against expected and valued expectations of behaviour.
- A strong Pastoral team who respond to identifying a variety of interventions, support, mentoring and other measures aimed at identifying the needs of children and young people identified at risk due to recognised patterns of behaviour or elements of risk.
- The school will use internal and external professionals, as identified, to work with those children and young people at risk of trauma and previous experiences that may affect their

behaviour response through externalised distress, non-compliance, aggression or refusal as forms of communicating.

- The SENDCo will be involved with all and any cases where it involves a child or young person with SEND. However, having SEND does not preclude a child from the consequences of their actions. The SEN team will review the broader uniqueness of the situation, ensure protected characteristics are not being ignored, but support a solution to maintain the safe, calm and purposeful learning environment.
- Where appropriate we will place protective consequences in place including removal from the learning environment into a protected environment or secluded environment where any negative impact can be supported and minimised without disrupting the learning environment.
- Prior to any decision to suspend or permanently exclude a child or young person, any qualifying incident will be reviewed at an incident review meeting.

Incident Review Meeting

Purpose and Approach

At Harlington School, we treat every situation within its unique context and work towards school-wide solutions that keep every child safe. We are committed to supporting a calm environment and preventing behaviours that are detrimental, dangerous, or disruptive to the safe, calm and purposeful running of the school.

We will hold an incident review meeting for any serious breach of our expectations and conduct that has prevented the safe, calm and purposeful running of the school. Each situation will be considered in its unique context, taking into account the individual circumstances and wider factors that may have contributed to the incident.

What constitutes a serious breach

We do not set fixed threshold criteria, as each incident must be assessed individually. However, a serious breach includes any action that:

- Prevents the safe, calm and purposeful running of the school
- Is non-compliant with our expectations and standards as set out in our Culture for Learning Behaviour Policy
- May warrant protective measures including suspension or permanent exclusion

Outcomes of an Incident Review Meeting

Primary aims

The incident review meeting aims to:

1. Understand what occurred and establish the facts based on available evidence

2. Support and reintegrate all those involved back into expected behaviours
3. Identify and implement appropriate support measures
4. Make decisions that maintain a safe, calm and purposeful learning environment for all

Decision-making principles

Decisions are not taken lightly. Every decision is made with the intent to:

- Support all those involved
- Maintain a safe environment for the whole school community
- Place the child or young person at the centre of our response, consistent with our trauma-informed and therapeutic approach

In some circumstances, the level of concern, the wider detriment to others (physically or mentally), and the negative impact on the school community may warrant a suspension or permanent exclusion.

Individual context

The outcomes of an incident review are unique to each individual and situation. No two situations are identical, and no two individuals are the same, even when the reported actions appear similar. Therefore, we do not prescribe fixed responses or outcomes in advance. Instead, we ensure that each response:

- Places the child or young person at the centre
- Considers their individual circumstances and context
- Reflects our trauma-informed and therapeutic approach

Student collaboration

We expect all students to collaborate within our supportive environment. Where a student refuses to engage with this process, the school reserves the right to implement alternative measures, including suspension or permanent exclusion, to prevent further detrimental behaviours and protect the school community.

Incident Review Process

Stages

1. **Incident observed/reported** (by any individual)
2. **Incident investigated** (fact-finding by pastoral team)
3. **Initial pastoral review**
 - The pastoral team reviews the incident
 - May conclude the review at this stage if appropriate

- May implement immediate interim measures to maintain a safe, calm and purposeful environment

Safeguarding considerations: If the incident meets a possible threshold of harm as identified by safeguarding legislation, the case will be passed to the safeguarding team while continuing to be reviewed through this process.

Police involvement: We work closely with all regulatory and professional agencies, including the local authority, health services and the police. Any incident that may constitute a crime will be reported to the police. All students are reminded that the age of criminal responsibility is 10 years old.

4. **Incident review meeting** (for more serious incidents)

5. **Safeguarding review**

- A review involving the Designated Safeguarding Lead (DSL), Headteacher and Deputy Headteacher must take place before any final decision
- This ensures the decision does not place the child, young person, or others at unnecessary risk
- Where safeguarding is a concern, the safeguarding policy **must** be followed first to ensure appropriate protection and arrangements are in place
- The overall decision may be placed on hold until any immediate or imminent risk is stabilised
- This is discussed and agreed on a case-by-case basis

6. **Final decision**

- Made by the Headteacher
- In some cases, this may be delegated to the Deputy Headteacher as identified within their role remit
- In the Headteacher's absence, where an immediate decision is required for the safety of the school community, or where a possible violation of law has occurred, the Deputy Headteacher has delegated responsibility to act on behalf of the school community

Possible Outcomes from an Incident Review Meeting

Any incident requiring review beyond stage 3 will result in one or more of the following support responses, as deemed appropriate to maintain a safe, calm and purposeful environment:

Restorative and supportive measures:

- Verbal reprimand and reminder of behaviour expectations
- **Behaviour Support Plan (BSP)** with a pastoral mentor as the identified adult
- Involvement in restorative programmes aimed at re-establishing expectations of conduct

- **Pastoral Support Plan (PSP)** with a Progress Leader/Head of Year as the identified adult
- School-based restorative and demonstrative re-engagement programmes, such as:
 - Community service (e.g., tidying classrooms, lunch hall or playground)
 - Supporting reading and numeracy programmes
 - Outreach work to primary schools/transition work
 - Wider community outreach programmes

Monitoring and accountability measures:

- Detention (see 'Detentions' section in the Culture for Learning and Behaviour Expectations Policy)
- Loss of privileges (e.g., loss of a prized responsibility)
- Regular reporting, including:
 - Early morning reporting
 - Scheduled uniform checks
 - Being placed "on report" for behaviour monitoring
 - (These also form part of BSP and PSP programmes)

Protective measures:

- Suspension
- Permanent exclusion

7. Legal requirements for a suspension or permanent exclusion

When making decisions about suspension or exclusion, Harlington School will always consider a decision that is in the best interests of the whole school community. We will, in abiding with legislation consider whether the decision is lawful, reasonable and procedurally fair, taking into account the circumstances, interests, welfare and safeguarding of the excluded pupil, other pupils at the school, and school staff.

• the Education Act 2002, as amended by the Education Act 2011; • the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; • the Education and Inspections Act 2006; • the Education Act 1996; and • the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement. August 2024

The legal position for schools to sanction allows school staff to sanction, accordingly, if three conditions are met;

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;

- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and

- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

The consideration of proportionate and taking into account the context of each individual situation is developed at Harlington within the incident review framework for informed decision making.

The Headteacher reserves the right to either limit the power of sanctioning on any member of staff

8. Understanding when suspension may be necessary

Headteacher's responsibility

Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. The Headteacher can decide to suspend for one or more fixed periods up to a maximum of 45 school days in a single academic year or permanently exclude.

Delegation to Deputy Headteachers

In scenarios and cases where there is an immediate and imminent risk of danger to the safe, calm and purposeful running of the school, the Headteacher delegates these responsibilities to the Deputy Headteachers, who are authorised to act on the Headteacher's behalf if deemed in the best interest of the school community. All such cases will be reviewed by the Headteacher.

Any decision of the Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law. This means the decision must be:

- **Lawful** – with respect to legislation relating directly to suspensions and permanent exclusions, and the school's wider legal duties

- **Reasonable**

- **Fair**

- **Proportionate**

Standard of proof

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities'. This means it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Duty of care

The Headteacher must take account of their legal duty of care when sending a pupil home following a suspension or exclusion.

Our Core principles & approach at Harlington School

At Harlington School, we treat every situation within its unique context and judge each circumstance individually. We aim to follow trauma-informed and therapeutic practices to engage positively with students when things go wrong.

At Harlington, we set a high supportive bar when considering the threshold for a suspension or permanent exclusion. We also set high expectations for behaviour, and we will review each and every decision about an incident through our incident review meeting process.

Pupil voice

The child or young person's views will always be listened to and taken into account when considering the incident being reviewed. Before deciding any next steps or course of action, including the possibility of a suspension or permanent exclusion, we will ensure the pupil has had the opportunity to share their perspective.

Suspensions as a protective & preventative measure

We have at our disposal, as guided by legislation and statutory guidance, a range of protective and preventative measures to ensure we protect every child, young person, colleague and adult within our school community. We maintain the integrity of our school expectations and valued behaviours by recognising that, in some situations, we may be required to suspend or permanently exclude a child or young person when:

- It is deemed in the best interests of the whole school community, or
- All measures to support that child have proven ineffective, and
- The child or young person continues to show disregard and a continued lack of compliance with our expectations of conduct and behaviour

Balancing individual and collective needs

We must use our best endeavours to make sure that a child with SEN gets the support they need, while also balancing individual pupil needs with the safety of the whole school community. We must make 'reasonable adjustments' to prevent any pupils with SEND from being put at a 'substantial disadvantage'.

We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs. We understand that the context of their involvement in any situation must be understood within their experience as defined by their protected characteristic. Where responsibility and consequences for choices are still deemed necessary, we ensure that any sanction or protective measure:

- Takes account of their needs
- Does not discriminate because of their protected characteristic
- Applies fairly to all protected characteristics (except age, which is not a protected characteristic in relation to school behaviour policies, as determined by law and guidance)

When Suspension Might Be Considered

Our approach

In line with our trauma-informed and therapeutic approach, we do not apply rigid rules to unique situations. Instead, we judge each situation within its unique context, based on the information shared with the school and what we are able to ascertain.

Circumstances for suspension

Any circumstance that prevents the safe, calm and purposeful running of the school may be considered for suspension if no viable alternative can achieve the same outcome and ensure safe reintegration.

Maximum duration

Harlington School reserves the right to suspend, as deemed appropriate and concluded within an incident review meeting, for a fixed period of one or more sessions, up to a maximum of 45 school days in a single academic year, as prescribed by DfE Suspension and Exclusion Guidance.

Purpose of suspension

Suspension is used as a last or only resort to:

- Provide a clear signal to the individual and the school community that a behaviour is unacceptable
- Identify to a child or young person, alongside additional supportive measures such as support plans, that their behaviour or continued behaviours is placing them at risk of permanent exclusion

Recording requirements

All measures to send a child home during the school day for a behaviour-related consequence, even if for protective purposes, **will** be recorded as a suspension. All such decisions, even if acted on through delegated responsibilities, **must** be reviewed and recorded as suspensions.

Additional or new information

Where some suspension decisions made at an incident review meeting are based on immediate and one-off occurrences, they cannot be converted to a permanent exclusion. However, if additional or new information comes to light that could escalate the situation or separately warrant suspension, these should be seen, as far as is reasonably possible, as separate from the original suspension. They will be judged only in relation to the additional knowledge and information and can therefore, in line with guidance, result in:

- A separate suspension, or
- Further discussion to consider a permanent exclusion

Education During Suspension

Continuing education

During any suspension, a child will continue to be supported for their education. This will take the form of:

- Continued education online from home
- Identified online platform access, or
- Alternative provision

Alternative provision

Alternative provision will be considered for:

- All cases over 5 days, and
- Cases where it has been supported with evidence provided by social care or another professional body or local authority that any duration at home is not in the safety or best interests of a child or young person and could be placing them at further identified risk

A risk assessment will be conducted to approve alternative provision.

Work expectations

In most cases during suspension, a child or young person will be supported online or through a work folder shared with them. As part of their safe reintegration, there is an expectation that all set work is completed to prevent them being placed at further risk on return to the classroom educational environment.

Reintegration After Suspension

Reintegration meeting

All children and young people returning from suspension will have a reintegration meeting. This meeting will:

- Be attended by identified colleagues, parent/carer and the child or young person

- Identify a support plan and the identified adult in place to support safe reintegration back into school life

Attendance expectations

There is an expectation that a parent/carer or recognised other is present alongside their child or young person in this meeting. The school reserves the right to reschedule the meeting if either external party does not or refuses to attend.

Interim arrangements

Where a reintegration meeting cannot take place immediately, but this will not prevent a return to school after suspension, Harlington reserves the right to place a child in protective support and seclusion whilst awaiting this meeting to ensure full support, compliance and an agreed safe reintegration plan.

Support measures

Further measures and restorative programmes, dependent on the rationale for the suspension, will be enacted and will be unique for each case. The main aims are:

- Safe reintegration
- Prevention of any repeated offence

This level of support aims to minimise the negative impact that any suspension could have and to positively and safely reintegrate the child or young person back into school community life.

Support plan components

In addition to the meeting, the support plan will identify which measures have been deemed appropriate to enable and support the child or young person's continued success. This could include, but is not limited to:

Individual support:

- Identified adult
- Time-out/on-call call-out card
- Identified support from a designated external professional
- Personalised report card with identified targets that relate to the action that led to suspension

Curriculum and placement options:

- Equivalent alternative curriculum at an off-site provider
- Alternative provision led by Harlington
- Alternative secondary school as a safe placement for an agreed period of time to support gradual integration

Pastoral and emotional support:

- Pastoral interventions and restorative programmes
- Emotional literacy support
- Mentoring

Multi-agency support:

- Early Help Assessment (EHA) referral and possible support for child/family
- Off-site direction or alternative provision
- Managed move as part of a planned intervention and with the agreement of child, parents and host school with clearly defined targets and agreed checkpoints

Additional support:

- Any additional support identified as reasonably available and deemed necessary and appropriate for the child, young person and the school community as a whole

9. Governing Body Review of suspensions

Harlington School Governing Body, as a mainstream school, will consider the reinstatement of a suspended child within 15 days of receiving notice of any suspension if;

- The suspension beings the total number of school days out to more than 15 in a term
- If the suspension would result in the child missing a public exam

In cases where continued suspension occurs for an individual and is identified as a continued pattern of defiant, refusal or persistent detrimental or damaging behaviours, then the case must be reviewed for alternative solutions and a risk assessment for a permanent exclusion. Any further breaches should be reviewed and discussed to identify appropriate next courses of action, that include a permanent exclusion. This does not prevent the use of a permanent exclusion for a serious detrimental or dangerous one-off breach of behaviour and conduct expectations.

In exceptional circumstances, as written in guidance in the DfE Suspensions and Exclusions Guidance, a permanent Exclusion may begin immediately after the end of a suspension where further evidence and information has come to light. Harlington School reserves the right to review both the original decision; let it stand and review additional information and evidence separately and make a decision based on this additional information that could warrant a new suspension or a permanent exclusion. This will be recorded separately from the original suspension. This does not preclude reflection on continued persistent disruptive, dangerous and detrimental behaviours that continue to place an individuals or others at risk and threaten the safe, calm and purposeful running of the school.

Reintegration Strategy

If the governing board overturns your decision to suspend or permanently exclude a pupil, you must reinstate the pupil on the directed date. Your school should support the pupil to reintegrate back into school life with a strategy that offers them a fresh start and helps them improve their behaviour.

Review Rights

When a permanent exclusion is upheld by the board, governors must notify parents/carers of their right to ask for the decision to be reviewed by an independent review panel (IRP).

Suspension Procedures

- Legal requirements and timeframes
- Who must be invited to hearings including parents/carers, the pupil (if 18+), Headteacher, LA representative (for maintained schools), social worker, and virtual school head (for looked-after children) The Key Leaders
- Parents'/carers' right to request remote hearings

Reintegration Strategy

- Support for pupils to reintegrate back into school life with a strategy that offers them a fresh start and helps them improve their behaviour to meet expectations The Key Leaders
- Continued access to emotionally available adult
- Review meetings to prevent repeat incidents

10. The Authority to Permanently Exclude

Authority to Suspend or Permanently Exclude

Headteacher's responsibility

Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. The Headteacher can decide to suspend for one or more fixed periods up to a maximum of 45 school days in a single academic year or permanently exclude.

Delegation to Deputy Headteachers

In scenarios and cases where there is an immediate and imminent risk of danger to the safe, calm and purposeful running of the school, the Headteacher delegates these responsibilities to the Deputy Headteachers, who are authorised to act on the Headteacher's behalf if deemed in the best interest of the school community. All such cases will be reviewed by the Headteacher.

Grounds for Permanent Exclusion

Behaviour outside school

A pupil's behaviour outside school can be considered grounds for a permanent exclusion.

Decision-making principles

Any decision of the Headteacher, including permanent exclusion, must be made in line with the principles of administrative law. This means the decision must be:

- **Lawful** – with respect to legislation relating directly to suspensions and permanent exclusions, and the school's wider legal duties
- **Reasonable**
- **Fair**
- **Proportionate**

Standard of proof

When establishing the facts in relation to a permanent exclusion decision, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities'. This means it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Duty of care

The Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. A continued connected identified adult will liaise with the child and their family for the first 5 days following a permanent exclusion or until such time when the child's education is picked up by the local authority.

Our approach at Harlington

At Harlington, we set a high supportive bar when considering the threshold for a permanent exclusion. We also set high expectations for behaviour, and we will review each and every decision about an incident through our incident review meeting process.

Pupil voice

The child or young person's views will always be listened to and taken into account when considering the incident being reviewed. Before deciding any next steps or course of action, including the possibility of a permanent exclusion, we will ensure the pupil has had the opportunity to share their perspective.

Permanent Exclusion

When permanent exclusion is considered

At Harlington School, a permanent exclusion is considered when all routes of support have been exhausted. The decision to permanently exclude will not be taken lightly and will not be made without an incident review and reflecting on the child or young person's own feedback and response.

Grounds for permanent exclusion

In line with DfE guidance, the decision to permanently exclude can be made 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**

Source: Suspension and Permanent Exclusion Guidance, DfE, page 13

Review process

All decisions to permanently exclude will not be made until:

- A full incident review has taken place, and
- The voice of the child and the parents/carers has been heard by the Headteacher

Communicating a Permanent Exclusion Decision

How decisions are communicated

All decisions to permanently exclude will be communicated directly to the parent/carer and child or young person. This will usually be in the form of a formal meeting where:

- The final decision will be shared
- The rationale behind the decision will be explained
- Parents/carers and the child or young person will be informed about their right to make representations to the governing body
- Information will be provided about how the child, or young person can be involved in this process

Written communication

If a parent/carer or young person finds it difficult to attend a meeting in person, the school will send these details in writing to the last known and recorded address on the school information system for the child or young person and the identified parents, carers or responsible adults.

Additional support for vulnerable pupils

Children who are looked after, have SEND, or who have an assigned social worker or key worker will also have their identified professional involved and informed accordingly.

Language support

Parents/carers who are recorded on the system as not having English as a first language will be offered an interpreter. The school will endeavour, as far as is reasonably possible, to bring an interpreter into the meeting or agree with parents/carers on an agreed third-party representative who can communicate between both parties whilst remaining impartial.

Notification requirements

- Parents/carers (without unreasonable delay)
- The governing body (without delay – Headteacher notifying the Clerk to the Governing Body)
- The local authority (without delay – through the Hillingdon Portal)
- The pupil's social worker and/or virtual school head, where applicable (without delay)
- The Hillingdon SEND team (without delay)
- Local authority of named professionals working with the child or their family (without delay)

Governing Body Review

Notification to the governing body

All permanent exclusion decisions will be notified to the governing body so that they can form a panel to review the decision of the Headteacher. The governing board has a duty to consider the Headteacher's decision to permanently exclude a pupil and must consider and decide within 15 school days of receiving notice from the Headteacher.

Local Authority involvement

The Local Authority Exclusion Officer will always be invited to make representations at the review meeting.

Panel powers

The governing body panel has the power to either uphold the Headteacher's decision to exclude or direct the Headteacher to reinstate the pupil immediately or on a particular date.

Alternative provision following reinstatement

Even if the governing body directs reinstatement, the Headteacher may agree to place the child or young person on roll but educate them alternatively elsewhere, as permissible in law, if this is deemed in the best interests of the pupil and the school community.

Recording Permanent Exclusions

DfE recording categories

In accordance with DfE national guidelines on the recording of permanent exclusions, all permanent exclusions will be recorded, as a best fit, under one of the following categories:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Multiple categories

Where the above is not an exhaustive list of the reasons and rationale for a permanent exclusion, Harlington School will use the above codes only, and those prescribed by the DfE, as a best fit to record each permanent exclusion. In situations where more than one category fits, the DfE allows for up to three categories to be used to record the coding of the permanent exclusion.

Cancelling a Permanent Exclusion

Headteacher's authority

The Headteacher of Harlington School reserves the right to cancel any exclusion that has already begun, or is yet to begin, prior to the governing body having met to consider whether a pupil will be reinstated.

Limitations

In cases where 45 days have passed, or the exclusion dates count over 45 days in an academic year prior to the cancellation order, then the permanent exclusion cannot be rescinded.

11. The Governing Body Panel procedures to review the decision of a Headteacher to Permanently Exclude a student

Governing Board Review Procedures The governing board has a duty to consider the decision of the headteacher (or their designated delegate) to permanently exclude a pupil in certain circumstances, with specific timeframes:

- Any permanent exclusion: the board must consider and decide within 15 school days
- When a pupil would miss a public exam or National Curriculum test: consider before the exam date when reasonably practical

Hearing Procedures The following people must be invited to hearings and allowed to make representations:

- The parents/carers (and, where requested, a representative or friend)

- The pupil, if they are 18 or over
- The Headteacher
- A representative of the local authority (if you're a maintained school)
- The pupil's social worker, if they have one
- The pupil's virtual school head, if they're a looked-after child

Hearing Procedures

Your policy must outline the timeframes for governing board hearings, including that any permanent exclusion must be considered within 15 school days of receiving notice from the Headteacher, the board must consider and decide within 15 school days

Remote Hearing Options Parents/carers, or the pupil if they're 18 or over, have the right to request that the meeting be held virtually. You must inform them of this right when notifying them of the exclusion.

Reintegration Strategy If the governing board overturns your decision to suspend or permanently exclude a pupil, you must reinstate the pupil on the directed date. Your school should support the pupil to reintegrate back into school life with a strategy that offers them a fresh start and helps them improve their behaviour.

Review Rights When a permanent exclusion is upheld by the board, governors must notify parents/carers of their right to ask for the decision to be reviewed by an independent review panel (IRP).

Permanent Exclusion

- Exceptional circumstances only
- Full consideration of trauma history and SEND needs
- Parents'/carers' right to request an independent review panel when permanent exclusion is upheld

12. Access Equality Information, Impact review & Staff Training

Assess Equality Impact

We will aim to as much as is reasonably possible, review and assess the data for suspensions and exclusions to understand whether the policy has any positive or negative impacts on people with protected characteristics. We will therefore always work to

consider, review and understand any possible equality implications before and during policy reviews to make any appropriate changes accordingly.

This is particularly important for our permanent exclusion process. We will check our data to see if groups of pupils with known protected characteristics receive more suspensions/exclusions. These characteristics include: disability, race, religion or belief, sex, sexual orientation, gender reassignment, and pregnancy.

Where Age is a protected characteristic, it is not seen within this policy, as prescribed by guidance under the 2010 Act and relevant Education guidance as prohibitive if this characteristic is used to prevent the function which provides for education, benefits, facilities and services to children and young people. Age, in this context, is therefore not a discriminatory factor to appeal a suspension or permanent exclusion.

The Governing Body comply with their statutory duty to rightfully challenge and question any suspension or permanent exclusion of a child with identified SEND. When reviewing and discussing about pupils with identified SEND, the School will endeavour to show that their best, reasonable endeavours with the resources available were made to provide an appropriate special educational provision, alongside any required or expected reasonable adjustments, for the stated child or young person. The school has serious high regards in supporting the educational access and environment for children and young people with recognised SEND in line with the SEND Code of Practice. This policy therefore does not preclude any child or young person from SEND being suspended or excluded if resulting actions prevent the safe, calm and purposeful running of the school. The only element that is protected is that their SEND alone is not the reason for a suspension or permanent exclusion.

Monitoring and Analysis

We will therefore endeavour to monitor and analyse our suspensions and exclusion data at regular 3 monthly intervals and within every FGB meeting. By doing so we will aim to identifying any trends or patterns to ascertain if our policy is disproportionately negatively impacting any one identified group or characteristic.

Our Governing Body will be in a position to question this data both in the Education 7 Safeguarding subcommittee and at Full Governing Body.

Continued Staff Training and Support following identified reviews of data

- Commitment to whole-school approach with CPD sessions for staff to learn and practice trauma-informed techniques
- Requirement for all staff to consistently apply the behaviour policy

Appendix 1

Student-Friendly Version: Understanding Suspensions and Exclusions at Harlington School

What is this about?

This guide explains what happens if behaviour at school becomes very serious and affects the safety of you or others. At Harlington School, we want everyone to feel safe and able to learn.

Our approach to behaviour

We believe that behaviour is communication – it tells us something about how you're feeling or what you need. We understand that everyone has different experiences that affect how they behave, and we're here to support you.

What we expect:

- We have high expectations for behaviour and want to help you meet them
- We'll teach you about our valued behaviours and expectations regularly
- We'll listen to you and take your views seriously

What happens before a suspension?

Before considering a suspension, we'll try lots of different support, including:

- **Track-It Lights** – a visible system to help you get back on track
- **Pastoral support** – mentoring and interventions to help you
- **Support plans** – like a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP) with an identified adult to help you
- **Restorative programmes** – helping you understand the impact of your actions and make things right

What is a suspension?

A **suspension** means you're sent home from school for a fixed period of time (from half a day up to 45 days in a school year). This is only used as a last resort when other support hasn't worked or when something very serious has happened that affects the safety of the school.

Why might someone be suspended? Any behaviour that prevents the safe, calm and purposeful running of the school may lead to a suspension if no other solution will work.

What happens during a suspension?

If you're suspended:

- **You'll continue your education** – through online learning or work set for you

- **You must complete the work** – this helps you stay on track when you return
- **A staff member will stay in contact** with you and your family

Coming back after a suspension

When you return, you'll have a **reintegration meeting** with:

- School staff
- Your parent/carer
- You

This meeting will:

- Create a support plan to help you succeed
- Identify an adult who will support you
- Set up any extra help you need (like mentoring, emotional support, or a report card)

What is a permanent exclusion?

A **permanent exclusion** means you can't come back to Harlington School. This is only used in exceptional circumstances when:

- All support has been tried and hasn't worked
- There's been a very serious breach of our behaviour policy
- Staying at school would seriously harm your education or welfare, or that of others

Before any permanent exclusion decision:

- There will be a full incident review
- You'll have the chance to share your side of the story
- The Headteacher will listen to you and your parents/carers

Your rights

- **Your voice matters** – you'll always be listened to before any decision is made
- **You'll be treated fairly** – every situation is looked at individually
- **You'll get support** – we'll help you understand what's happening and what you can do

Who can help?

If you're worried about behaviour or exclusions, talk to:

- Your form tutor
- Your Head of Year/Progress Leader
- A pastoral mentor
- Any trusted adult in school

Appendix 2

Parent/Carer-Friendly Version: Suspensions and Exclusions at Harlington School

Introduction

This guide explains Harlington School's approach to suspensions and permanent exclusions. These measures are only used as a last resort when behaviour seriously affects the safety and wellbeing of the school community.

Our approach

Trauma-informed and therapeutic: We recognise that every child is unique and that behaviour is communication. We aim to understand what's behind behaviour and provide appropriate support before considering suspension or exclusion.

High expectations with high support: We set clear behaviour expectations and provide extensive support to help your child meet them. However, we cannot allow behaviours that are detrimental or damaging to your child, others, or the school community.

Support before suspension

Before considering suspension, we'll provide graduated support including:

Monitoring and tracking:

- Track-It Lights system for visible behaviour tracking
- Regular reporting and monitoring

Pastoral support:

- Mentoring and interventions
- Behaviour Support Plans (BSP) or Pastoral Support Plans (PSP)
- Work with internal and external professionals
- SENDCo involvement where appropriate

Restorative programmes:

- Community service
- Restorative conversations
- Support programmes

When suspension might be used

What is a suspension? A suspension is a fixed-term exclusion from school (from half a day up to a maximum of 45 school days in one academic year).

When it's used: Suspension may be considered when behaviour prevents the safe, calm and purposeful running of the school and no other measure will achieve the same outcome.

Decision-making:

- Only the Headteacher (or Deputy Headteacher in urgent cases) can suspend
- Every decision is made individually based on the specific circumstances
- Your child's views will always be considered
- Decisions must be lawful, reasonable, fair and proportionate

The incident review process

For serious incidents, we follow this process:

1. **Incident reported and investigated** – facts are gathered
2. **Pastoral review** – the pastoral team reviews the incident
3. **Incident review meeting** – for more serious incidents
4. **Safeguarding review** – involving the Designated Safeguarding Lead
5. **Final decision** – made by the Headteacher

Throughout this process:

- Your child will be heard
- Individual circumstances will be considered
- The decision will aim to support your child while maintaining a safe environment for all

During a suspension

Education continues:

- Your child will receive online learning or work to complete at home
- For suspensions over 5 days, alternative provision may be arranged
- Completed work is expected to support successful reintegration

Support:

- A designated staff member will maintain contact with your family

Reintegration after suspension

Reintegration meeting: Before your child returns, there will be a meeting with:

- School staff
- You (parent/carer)
- Your child

You're expected to attend this meeting. If you cannot attend, the school may reschedule.

Support plan: The meeting will create a personalised support plan which may include:

- An identified support adult
- Pastoral interventions

- Mentoring or emotional literacy support
- Report card with specific targets
- External professional support
- Alternative curriculum options if appropriate

Permanent exclusion

When it's considered: Permanent exclusion is only used when:

- All routes of support have been exhausted, AND
- There's been a serious breach or persistent breaches of the behaviour policy, AND
- Allowing your child to remain would seriously harm their education/welfare or that of others

Before any permanent exclusion:

- A full incident review will take place
- Your child's views will be heard
- Your views as parents/carers will be heard by the Headteacher

Your rights

If your child is suspended:

- You'll be informed without unreasonable delay
- You can request a governing body review if the suspension totals more than 15 days in a term or affects public exams

If your child is permanently excluded:

- You'll be informed without delay
- You'll be invited to a meeting to discuss the decision
- You can make representations to the governing body within 15 school days
- You can request an interpreter if English isn't your first language
- If the governing body upholds the exclusion, you have the right to request an independent review panel

Special considerations

SEND: If your child has special educational needs:

- The SENDCo will be involved in all decisions
- Reasonable adjustments will be made
- Their needs will be fully considered

- However, SEND alone is never a reason for exclusion, and having SEND doesn't prevent consequences for behaviour that affects school safety

Looked-after children and those with social workers:

- The social worker and/or virtual school head will be informed and involved
- Additional support will be coordinated

Questions or concerns?

If you have questions about this policy or concerns about your child's behaviour, please contact:

- Your child's Head of Year/Progress Leader
- The pastoral team
- The school office to arrange a meeting

Appendix 3

Summary of Harlington School's Exclusions and Suspensions Policy

Overview

This policy works in conjunction with the Harlington School Culture for Learning Behaviour Expectations Policy and follows Department for Education guidance on suspension and permanent exclusion. It was updated in March 2026 with the next review scheduled for September 2026.

Core Philosophy

The school adopts a trauma-informed and therapeutic approach that recognises the unique needs of every child. While the school aims to find suitable alternatives to suspensions and permanent exclusions, it acknowledges that a "no exclusion policy" can present safeguarding issues and expose staff and students to unreasonable risks.

Key Principles

The policy establishes that:

- Behaviour is communication
- The school will investigate incidents and review facts to make informed decisions
- Suspensions and exclusions are used as a last resort when other support has failed
- The school cannot risk allowing a continued place for a child where others are placed at risk

Graduated Response Before Exclusion

Before any suspension or permanent exclusion, the school implements:

- A clear behaviour tracking system using Track-It Lights
- Strong pastoral team interventions and mentoring
- Involvement of internal and external professionals
- SENDCo involvement for children with SEND
- Protective consequences including removal to protected environments
- An incident review meeting for any serious breach

Incident Review Process

The incident review meeting follows these stages:

1. Incident observed/reported
2. Incident investigated by pastoral team
3. Initial pastoral review
4. Incident review meeting (for serious incidents)
5. Safeguarding review involving the DSL, Headteacher and Deputy Headteacher

6. Final decision by the Headteacher (or delegated Deputy Headteacher)

Authority to Suspend or Exclude

Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. The headteacher can suspend for one or more fixed periods up to a maximum of 45 school days in a single academic year or permanently exclude. In cases of immediate and imminent risk, this responsibility is delegated to Deputy Headteachers, with all cases reviewed by the Headteacher.

Grounds for Permanent Exclusion

Permanent exclusion is considered when all routes of support have been exhausted. In line with DfE guidance, it can be made 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

Support During and After Suspension

During suspension, children continue to be supported through:

- Online education from home
- Identified online platform access
- Alternative provision (for suspensions over 5 days or where home is unsafe)

All children returning from suspension have a reintegration meeting with identified colleagues, parents/carers and the child, which identifies a support plan and designated adult to support safe reintegration.

Governing Body Review

The governing body must consider reinstatement of a suspended child within 15 days if:

- The suspension brings the total number of school days out to more than 15 in a term
- The suspension would result in the child missing a public exam

For permanent exclusions, the governing body must consider and decide within 15 school days of receiving notice from the headteacher. The panel can either uphold the decision or direct reinstatement.

Equality and Monitoring

The school reviews and assesses suspension and exclusion data at regular 3-monthly intervals and within every Full Governing Body meeting to identify any trends or patterns and ensure the policy doesn't disproportionately impact any protected characteristic group.

Legal Framework

All decisions must be lawful, reasonable, fair and proportionate, applying the civil standard of proof ('on the balance of probabilities'). The policy complies with the Education Act 2002, School Discipline Regulations 2012, Education and Inspections Act 2006, and DfE's Suspension and Permanent Exclusion Guidance (August 2024).