



Tudor Grange Academies Trust

Suspensions and Permanent Exclusions Policy

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13.12.21	1.0	New document
25.08.22	2.0	Updated in line with new guidance on suspension and permanent exclusion of pupils
04.01.23	2.1	Correction to paragraph 3.4 – remove suspension as a decision under these criteria
24.08.23	3.0	Update to reflect DfE guidance from 1.9.23 'Headteacher' changed to 'Principal' throughout; 'school' changed to 'academy' where appropriate. 'Governing body' clarified as either 'trust board' or 'local governing body' to reflect the Scheme of Delegation.
04.07.24	4.0	Document rewrite
03.07.25	4.1	Document review, 'parents' updated to 'parents/carers' throughout, section 4 Role of the Principal and Role of Parents and Carers expanded, new section 13 added, paragraphs 16.1 - 16.3 updated.
09.07.26	5.0	Document review. Rewrite of Section 3 and Section 9, new section 10 with subsequent renumbering, new paragraphs 4.2.5, 4.2.7, 4.3, 4.12, 13.4-13.5 with subsequent renumbering, update to paragraphs 1.1-1.3, 4.1, 4.2.2-4.2.4, 4.5, 7.2, 11.1, 12.3-12.4. "We" and "Our" updated to "the Trust" or "the School" as appropriate.

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1 Introduction

- 1.1 Tudor Grange Academies Trust's ('the Trust's) exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the School will apply. The Trust is committed to inclusive education and ensuring that all

pupils thrive in safe, supportive and high-quality learning environments. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

- 1.2 Where the School's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary. The Trust is committed to following all statutory processes to ensure that every child and member of staff is protected from disruption and that other pupils can learn effectively. The School will always have regard to the [Statutory Guidance on Suspensions and Exclusions](#) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulation 2012](#) and Section 51a of the Education Act 2002 (as amended). The Trust will ensure all decisions to suspend or permanently exclude are lawful, rational, reasonable, fair and proportionate.
- 1.3 This policy should be read in conjunction with the behaviour policy and the SEND policy for the School.

2 Application of policy

- 2.1 This policy applies to all members of the Trust. Each school within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents/carers and pupils.

3 Definitions

- 3.1 A *suspension* (previously called fixed-term exclusion) is when a pupil is removed from the school for a fixed period. This may be to provide a clear signal of what is unacceptable behaviour, or to show a pupil that their current behaviour is putting them at risk of permanent exclusion. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded. Where suspensions have become a regular occurrence, the principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.
- 3.2 A *permanent exclusion* is when, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is removed from the school permanently and taken off the school admission register. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. Permanent exclusion is a last resort.
- 3.3 *Off-site direction* is when a pupil is required to attend another education setting temporarily, to improve their behaviour.
- 3.4 A *managed move* is when a pupil is transferred to another school permanently. All parties, including parents/carers, should consent before a managed move occurs.
- 3.5 *Safeguarding separation* is a temporary measure, used in exceptional circumstances, where a pupil is prevented from attending school for safeguarding reasons, not disciplinary action.

4 Roles and responsibilities

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

The principal

- 4.1 All decisions to suspend or permanently exclude a pupil will be taken by the principal after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the School's behaviour policy. The decision can be made in respect of behaviour inside or outside of the School.
- 4.2 Before deciding whether to suspend or exclude a pupil, the principal will:
 - 4.2.1 Consider all the relevant facts and evidence on the balance of probabilities
 - 4.2.2 Allow the pupil to give their version of events and ensure their views are recorded
 - 4.2.3 Consider whether the pupil has special educational needs and/or a disability
 - 4.2.4 Consider any safeguarding factors, or whether the pupil is especially vulnerable, e.g. has a social worker or is a looked after child
 - 4.2.5 Consider all support and strategies that have been implemented
 - 4.2.6 Consider whether alternative solutions have been explored and are appropriate
 - 4.2.7 Be satisfied that permanent exclusion is a last resort
- 4.3 The principal will ensure that all suspension and permanent exclusion decisions are supported by a clear written record, with sufficient detail to demonstrate that the decision was lawful, reasonable and proportionate.
- 4.4 The principal will notify the local authority of all suspensions and permanent exclusions without delay.
- 4.5 The principal will notify the governing board any permanent exclusions, and of suspensions and permanent exclusions that would result in a pupil missing more than 5 school days in a term, or would result in a pupil missing a National Curriculum test or public exam.
- 4.6 The principal will ensure that where a pupil at risk of suspension or permanent exclusion has a social worker, the social worker is informed as early as possible. The social worker must also be informed following decisions to suspend or permanently exclude.
- 4.7 The principal will ensure that where a looked after pupil is at risk of suspension or permanent exclusion, the Virtual School Head is informed as early as possible. The Virtual School Head must also be informed following decisions to suspend or permanently exclude.
- 4.8 If the pupil is not attending alternative provision, the principal will take reasonable steps to ensure that work is set and marked for the pupils for the first 5 days of suspension or permanent exclusion. This may include online pathways. The principal is not required to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.
- 4.9 Appropriate referrals to external agencies and support services should be considered.

- 4.10 The principal will liaise with the local authority to ensure that they arrange suitable full-time education to begin no later than the sixth school day of exclusion.

The local governors

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

Parents and Carers

- 4.12 If a pupil is at risk of suspension or exclusion, parents/carers and the pupil will be informed as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
- 4.13 Parents/carers will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the principal.
- 4.14 For the first 5 school days of any suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

Pupils

- 4.15 All pupils of the schools in the Trust are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

5 CCTV, witness evidence and pupil views

- 5.1 The Trust uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the Trust's CCTV policy and privacy notices for more information.
- 5.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governors review meeting. All statements will be signed and dated unless the principal has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- 5.3 Before taking a decision to suspend or exclude and where appropriate, the principal will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents/carers or, if the pupil has one, a social worker. The principal will also take

account of any contributing factors identified after an incident of misbehaviour has occurred.

6 Reintegration strategy following suspension or off-site direction

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

- 6.1.1 offer the pupil a fresh start,
- 6.1.2 help them understand the impact of their behaviour on themselves and others,
- 6.1.3 teach them to how meet the high expectations of behaviour in line with the school culture,
- 6.1.4 foster a renewed sense of belonging within the school community; and
- 6.1.5 build engagement with learning so that further suspensions are not needed.

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

6.2 The school uses various measures to support a pupil's successful reintegration including:

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

6.3 The above is a non-exhaustive list with intervention and support differing in each school.

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

7 Cancelling a suspension or exclusion

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

- 7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the principal in accordance with the Statutory Guidance on Suspensions and Exclusions, and the pupil will be allowed back in school without delay.

8 Suspensions before a permanent exclusion

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

9 Off-site direction and managed moves

- 9.1 Before taking any decision to permanently exclude a pupil, the principal will consider whether a direction to attend off-site provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- 9.2 In the case of directing a pupil off-site, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. The School will consider whether off-site direction is a suitable and proportionate intervention, and ensure any placement is appropriate to the pupil's needs. While parental consent is not needed, discussions will take place with parents/carers to ensure their views are sought and understood. Parents/carers, and the local authority where a pupil has an EHCP (Education, Health and Care Plan), will be notified in writing as soon as practicable, and no later than two school days before the placement begins. The Trust will share relevant educational and safeguarding information with the placement. All off-site directed placements will be time-limited and be reviewed regularly.
- 9.3 A managed move may be considered as an alternative to permanent exclusion where it is in the best interest of the pupil. For a managed move to take place there needs to be agreement between the School, the parents/carers and the new school that this should occur. Pupil views will be sought and other relevant parties notified as soon as possible if a managed move is being considered (e.g. social worker, Virtual School Head). The School will share relevant information with the new school and check that they have an integration strategy. Managed moves are permanent and voluntary; trial managed moves are not permitted and pupils will not be excluded for refusing a move.

10 Safeguarding separation

- 10.1 In exceptional safeguarding circumstances, the school may require a pupil to remain away from the school site temporarily where there is a serious and immediate risk that cannot be safely managed on site.
- 10.2 Safeguarding separation is not a suspension or a permanent exclusion and will not be used as a disciplinary sanction or as a means of managing behaviour while an investigation is carried out. It will be used only in rare circumstances where separating pupils is essential. Safeguarding separation will only be used where there is a clear safeguarding risk to the

pupil or others and the school has determined that it cannot reasonably manage that risk on site.

- 10.3 Where safeguarding separation is used, the school will:
- 10.4 ensure the arrangement is time-limited and subject to regular review;
- 10.5 work with the local authority to secure suitable full-time education where required;
- 10.6 ensure safeguarding information is shared appropriately;
- 10.7 keep a clear record of the rationale, duration and review points.
- 10.8 Parents/carers will be informed without delay, including the reasons for the decision and the arrangements for education and review.

11 Independent review panels (IRPs)

- 11.1 The School arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the clerk to the Governors Review Panel within 15 school days of notice being given to parents/carers of the decision to not reinstate the pupil, **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.
- 11.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions and Suspensions. Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents/carers or may be a reconsideration with only the governing board members and the clerk present.

12 Remote Meetings

- 12.1 Any governor meeting and/or an IRP meeting may be conducted remotely where the parents/carers request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.
- 12.2 In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.
- 12.3 Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.
- 12.4 Remote meeting requests may be refused if there are safeguarding concerns that means a remote meeting would not allow full participation or cannot be held fairly and transparently.

13 Off-rolling

- 13.1 'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:
- 13.1.1 Remove a pupil from the school admission register without a formal, permanent exclusion, or
 - 13.1.2 Encourage a parent/carer to remove their child from the school, or
 - 13.1.3 Encourage a sixth-form student not to continue with their course of study (if the school has a sixth form), or
 - 13.1.4 Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension
- 13.2 Accordingly, the School will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parents/carers to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event. Pupils must not be removed from the academy roll without authorisation from the Principal or another designated person.
- 13.3 Any suspension or exclusion will be made on disciplinary grounds, and will not be made:
- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
 - Due to a pupil's poor academic performance, or
 - Because the pupil hasn't met a specific condition, such as attending a reintegration meeting
- If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.
- 13.4 The following would also be considered off-rolling:
- 13.5 Moving a pupil to off-site AP (Alternative Provision) where this is not in their best interests
- Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil
 - Sending a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents/carers
 - Placing a pupil on a part-time timetable for behavioural reasons
 - Intentionally removing a pupil from the school roll without correctly following regulations

14 Complaints

- 14.1 If parents/carers have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the principal in accordance with the Trust's [Feedback, Concerns and Complaints Procedure](#). If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

15 Equality impact

- 15.1 The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

16 Monitoring arrangements

- 16.1 All Trust schools collect data on attendance, permanent exclusions and suspensions, off-site directions and managed moves. This data is regularly analysed from a variety of perspectives, including at school level, by year group and by protected characteristics. Academies will use this analysis to make sure it is meeting its duties under the Equality Act 2010.
- 16.2 Data across the Trust will also be analysed to identify patterns and trends.
- 16.3 The Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate and that the behaviour policy is being consistently and effectively implemented. The following are monitored by the trustees to ensure the processes and support for pupils are appropriate:
- 16.3.1 the interventions put in place for pupils at risk of suspension and permanent exclusion
 - 16.3.2 the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
 - 16.3.3 full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - (a) any previous placements have been evaluated, including support for any applicable SEND;
 - (b) there is a process in place to monitor the pupil's attendance and behaviour at the provision
 - (c) the correct attendance code is being used
 - (d) the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible
 - 16.3.4 whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils
 - 16.3.5 the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
 - (a) whether the school register and absence codes have been recorded correctly
 - (b) how the behaviour policy is applied and specifically its consistency
 - (c) the circumstances in which pupils receive repeat suspensions

- (d) whether Personal Education Plans for looked after children have been reviewed on a termly basis