

Woodside Academy



Suspension and Permanent Exclusion Policy

“We want the very best teaching and learning experiences for our children”
from School Vision Statement “Excellence Through Opportunity”

Aims

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

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

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school admission register without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

Accordingly, we will not engage in any informal, unofficial, or “cooling-off” exclusions. Any suspension or exclusion will follow the statutory procedure in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and be formally recorded.

Exclusions will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to a pupil’s poor academic performance
- Because the pupil hasn’t met a specific condition, such as attending a reintegration meeting

If a pupil is suspended or excluded on the above grounds, this will be considered unlawful off-rolling.

Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education (DfE): *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (updated 2024).

It is based on the following legislation:

- Section 51A of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Additionally, the policy is informed by:

- Part 7, Chapter 2 of the Education and Inspections Act 2006
- Section 579 of the Education Act 1996 (definition of 'school day')
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended 2014
- Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook

This policy complies with our funding agreement and articles of association.

Definitions

Suspension – when a pupil is removed from the school for a fixed period (previously "fixed-term exclusion"). Maximum cumulative suspension in a single academic year is 45 school days, with lunchtime suspensions counted as half-days.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register.

Off-site direction – temporary placement in another educational setting to improve behaviour.

Parent – any person with parental responsibility or care of the child.

Managed move – permanent transfer to another school, requiring consent from all parties.

Roles and Responsibilities

The Principal

Deciding whether to suspend or exclude

Only the Principal or acting Principal can suspend or permanently exclude a pupil on disciplinary grounds, for behaviour inside or outside school. Permanent exclusion is used as a last resort.

Suspensions and exclusions must follow the behaviour policy and serve a clear disciplinary purpose. The principal will consider whether suspensions alone are effective or if additional strategies are needed.

Before deciding:

- Consider all relevant facts and evidence, including whether incidents were provoked
- Hear the pupil's version of events
- Consider SEND, vulnerabilities (social worker, LAC), and safeguarding needs
- Explore alternatives, including detentions, off-site direction, and managed moves

The principal will ensure:

- The pupil's views are considered, with support from an advocate if needed
- Decisions are fair, reasonable, and proportionate
- No informal exclusions or sending pupils home without following statutory procedure

Informing Parents

If a pupil is at risk, parents are informed early to discuss support.

If a suspension or exclusion occurs, parents will receive, without delay:

- Reasons for the exclusion
- Duration (or permanent status)
- Right to make representations to the governing board
- Information on meetings, remote options, and bringing a friend
- Legal duties for parents (not being in a public place during school hours for the first 5 days)

For alternative provision, the school will provide:

- Start date, times, address, and reporting instructions
- Information will be provided at least 48 hours before provision starts, unless earlier start is agreed

If a suspension or exclusion is cancelled, parents are informed immediately.

Informing the Governing Board

The principal notifies the governing board without delay of:

- Permanent exclusions
- Suspensions >5 school days or >10 lunchtimes
- Exclusions affecting public exams
- Cancellations

Informing the Local Authority

The LA is notified without delay of all suspensions and exclusions. Alternative provision must be arranged by day 6.

For LAC or pupils with social workers, the LA and school ensure AP starts from day 1 where possible.

Social Workers and Virtual School Head (VSH)

For pupils with a social worker or LAC, the Principal informs them as early as possible, including reasons, duration, and exam impacts. They are invited to governing board meetings.

Cancelling Suspensions or Exclusions

Cancellations occur only before governing board review, with immediate notification to parents, LA, VSH, and social worker. Reintegration and pastoral support follow.

Education During the First 5 Days

During the first 5 days of suspension, the principal ensures accessible, marked work is provided, with reasonable adjustments for SEND pupils. Online platforms may be used.

For LAC or pupils with social workers, AP is arranged from day 1 where possible.

Governing Board

The governing board considers reinstatement and monitors suspension/exclusion data, including patterns, characteristics, and effectiveness of interventions.

Independent Review

Parents can request an independent review within 15 school days. Panel composition, consideration of SEN, social worker, VSH input, and decisions follow statutory guidance. New reasons cannot be introduced by the school during the review.

School Registers

Pupil names are removed after:

- 15 school days post-governing board decision or if parents decline a review
- After completion of any independent review

Attendance codes:

- Code B – alternative provision off-site
- Code D – dual registration
- Code E – absent

Returning from a Suspension

Reintegration Strategy

- Daily contact with a designated adult
- Mentoring
- Regular reviews with parents
- External support if needed

Part-time timetables will not be used to manage behaviour long-term.

Reintegration Meetings

- Pupil, parents, and staff attend
- Pupils receive a “fresh start” message
- Meetings proceed even if parents cannot attend

Monitoring Arrangements

Data is collected on:

- Attendance, exclusions, off-site placements
- Anonymous surveys of staff, pupils, governors
- Analysed by age, time, school level, and protected characteristics
- Used to ensure compliance with the Equality Act 2010

Links with Other Policies

This policy is linked to:

- Behaviour policy
- SEND policy
- SEN information report

