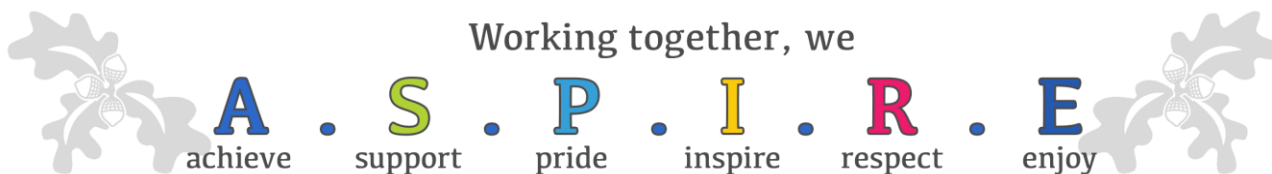




Exclusion and Suspension Policy

2025-2027

Ratification by Warrender Governing Body	
Policy Updated:	July 2025
Date of next Review	July 2027
Signature (Governors):	W Maynard
Signature (Headteacher):	H Brown





1. Aims

We are committed to following all statutory exclusions 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 the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- 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;
- Realise the aim of reducing the need to use suspension or exclusion as a sanction.

2. Legislation and guidance

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

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- 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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

3. Definitions

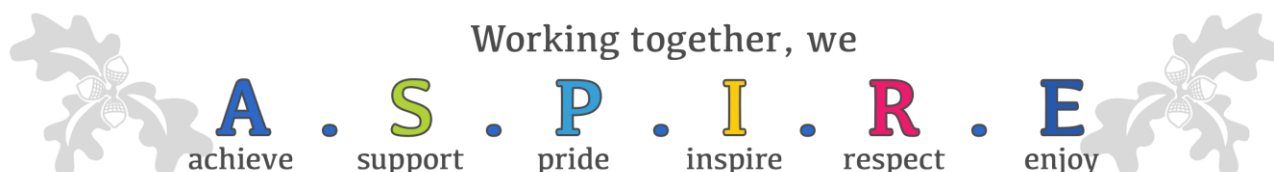
Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs





4. Introduction

The decision to suspend or permanently exclude a pupil will be taken in the following circumstances

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Suspension or permanent exclusion is an extreme sanction and the decision to exclude is made by the Headteacher only. Suspension or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others;
- Verbal abuse to pupils;
- Physical abuse to/attack on staff;
- Physical abuse to/attack on pupils
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against other pupils or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

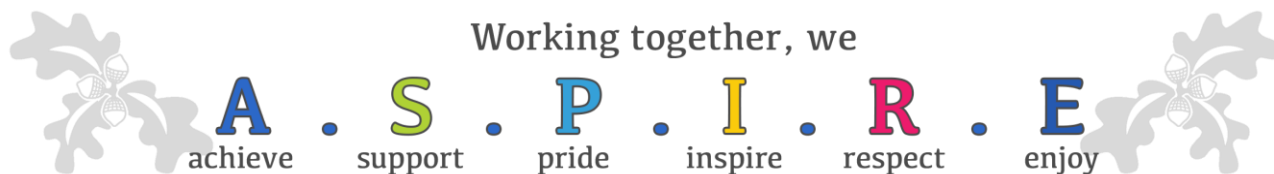
This is not an exhaustive list and there may be other situations where the headteacher makes the judgement that suspension or permanent exclusion is the appropriate sanction.

At times, the headteacher may decide not to use suspension but will decide that a **pastoral support plan** should be drawn up to try to avoid the sanction of a suspension in the future. This might be accompanied by other consequences, including an internal seclusion.

5. Suspension procedure

5a. Internal Seclusion

Children can be given an internal seclusion for a period of time for behaviour that are outlined in our behaviour policy - Level 3 behaviour and above. This is used to enable disruptive children to be taken to an environment where education can be continued in a managed environment. Internal seclusions normally take place with a Senior Leader. When an internal seclusion is given, parents are informed by a member of the senior leadership team. Part of this procedure is ensuring any restorative conversation take place.





Suspension is of a fixed term nature and are of short duration (normally between one and three days). The DFE regulations allow the headteacher to suspend a pupil for one or more fixed periods not exceeding a total of 45 days in any one school year.

Following a seclusion, there are strategies in place to help children process and understand how to improve their behaviour. These can include:

- Regular communication with parents;
- Behaviour support chart;
- Restorative conversations;
- Educational consequences;
- Therapeutic analysis;
- A pastoral Support Plan (PSP) may be put in place when a student is displaying sustained and persistent detrimental behaviours or for a behaviour incident that meets the threshold for Fixed Term Suspension. If the behaviour doesn't improve, the plans escalate from PSP1 (Phase leader), PSP2 (Assistant Headteacher), PSP3 (Deputy headteacher/Headteacher)

We have a dedicated team of specialist staff – SENCO, SEN support team, School Counsellor, Emotional Learning Support Assistant, Learning Support Assistants, Phase Leaders and Senior Leaders to support children with identified emotional and/or behaviour needs. Children are referred to this team to receive additional support or to be referred onto other external agencies e.g. CAMHS, Centre for Autism and ADHD Support and Early Help amongst others.

5b. On-site Alternative Provision

Warrender will work with children and their families to adapt timetables and make alternative arrangements to their provision to best suit the needs where appropriate to avoid exclusion.

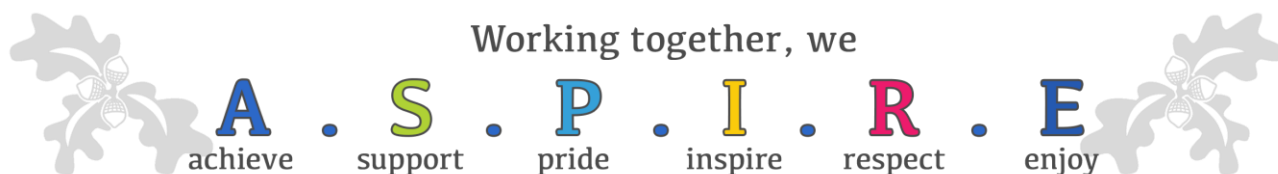
6. Suspension and Permanent Exclusion

6a. Suspension

All children are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and other support. The school will adhere fully to the DfE exclusions and suspensions guidance.

Suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend a pupil or permanently exclude a child, the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the child to give their version of events;
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment);
- Consider all the evidence available to support the allegations, taking into account the Behaviour, Equal Opportunity and Equality policies.





A Fixed Term Suspension is when a student is temporarily removed from school – usually a period of up to 5 days but it could be as many as 45 days in an academic year. Following suspension, parents are contacted as soon as possible and spoken to by Headteacher, or in their absence, the Deputy Headteacher. A letter is issued outlining details of the suspension and the date the suspension will end. The Chair of Governors and London Borough of Hillingdon are informed. Parents have the right to make representation to the Governing body and the Local Authority as directed in the letter. Records relating to suspensions will be stored confidentially.

During the suspension period, the child is expected to remain at home and to complete work set by the school. Following the fixed term suspension, the child and parent/carer attend the school for a reintegration meeting when the incident is discussed and relevant support put in place (Pastoral Support Plan) to ensure a successful transition back into school.

The Pastoral Support Plan (PSP) is used to monitor issues arising and sets out clearly how the student will be enabled to improve with the support being put in place and the parents/carers expected responsibilities. This PSP will be reviewed at regular intervals. Targets will be adapted and revised as appropriate with key staff.

6b. Permanent Exclusion

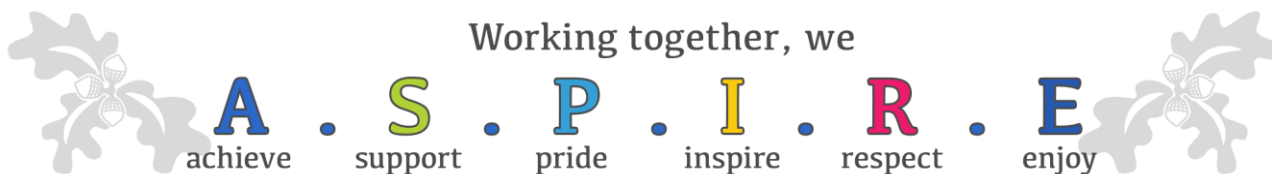
A Permanent Exclusion is when a student is removed from the school roll following a major breach of the school Behaviour Policy or persistent breaches of the school's expectations. Warrender will always use a variety of strategies before it seeks to exclude permanently, to provide the most inclusive education possible.

These include:

- Offsite seclusion – a period of suspension time spent off site, or at another school, to allow a student to reflect;
- Additional interventions for a student before they move up to the next stage of Pastoral Support Plan to ensure all provision has been explored;
- If a child passes a PSP and then has a relapse in behaviour, they are to return to PSP at the same level. The level only increases if they have failed the previous PSP;
- Alternative provision;
- Warrender will consider permanent exclusion once a student has failed all 3 levels of PSP.

The decision to exclude a pupil permanently is serious. There are two main types of situations in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant detrimental behaviours including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises;
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies, and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff;
 - Sexual abuse or assault;
 - Supplying an illegal drug;
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him");
 - Arson;





- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

Decision to Exclude

Only the Headteacher can exclude a child and this must be on disciplinary grounds. This authority is delegated to the Acting Headteacher in charge of the school when the Headteacher is absent. Individual circumstances will be taken into account.

Any decision to exclude a student must be:

- Lawful;
- Rational;
- Reasonable;
- Fair;
- Proportionate.

Where practical, the Headteacher should give children an opportunity to present their case before taking the decision to exclude. When establishing the facts in relation to a possible exclusion, the Headteacher will always apply the civil standard of proof i.e. on the balance of probabilities; accepting that something happened, if it is more likely that it happened than that it did not happen.

Early intervention to address underlying causes of detrimental behaviour as described previously in this policy will include assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. The Headteacher will also consider the use of a multi-agency assessment for children who demonstrate persistent disruptive behaviour. Such assessments may acknowledge unidentified special educational needs, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. The decision to exclude must not involve any kind of discrimination as defined by the Equality Act 2010 and should comply with the public sector equality duty. The school will take account of their statutory duties in relation to special educational needs (SEN) and have regard to the SEN Code of Practice when administering the exclusion process. The school must consult the parents before making arrangements for an appropriate full-time placement. References to Education, Health and Care (EHC) plans also apply to statements of special educational needs (SEN) where applicable.

4. Governing Body

The Governors have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a pupil being suspended for more than 5 days but no more than 15 days in a school term where a parent has expressed a wish to make representation.

5. Monitoring

This policy will be reviewed by the Headteacher every two years.

