



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Suspensions and Permanent Exclusions Policy

Version	5
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Post holder responsible	Assistant Principal: Behaviour and Attitudes
LGB Chairperson	Mr Geoff Taylor Smith



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Suspensions and Exclusions Policy has been approved and adopted by Hagley Catholic High School Governing Body on 30/06/2026 and will be reviewed in July 2027.

Signed by LGB representative for Hagley Catholic High School:

G Taylor-Smith

Signed by Principal:

J Hodgson



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Summary of Changes

The following changes have been made to this policy to reflect the DfE's updated Statutory Guidance on Suspension and Permanent Exclusion, which comes into force on 26 July 2026, replacing the 2024 version:

Please see next page.



Change	Type	Section
Permanent exclusion language strengthened: now explicitly a last resort only	Updated	Section 4
Pupil voice requirement added for exclusion, off-site direction and managed move decisions	New	Sections 4, 9, 10
New section: Separation of pupils for safeguarding purposes	New	Section 7
Reintegration section extended to reference safeguarding separation	Updated	Section 8
Off-site direction statutory framework now applies to academies	New	Section 9
Mandatory detailed content requirements for off-site direction written notices	New	Section 9
Trial managed moves explicitly stated to be unlawful	Clarified	Section 10
Pupils must not be excluded for refusing a managed move	New	Section 10
Social workers to be notified when managed move is being contemplated	New	Section 10
Stronger protections for Looked After Children: Pupil Premium Plus and interim PEP review	Updated	Section 10
Alternative Provision statutory guidance reference updated	Updated	Section 9
Governing board data oversight strengthened; includes safeguarding separations	Updated	Section 12
Parents may bring more than one friend/representative to governing board meetings	Updated	Section 11

1. Rationale and Definitions

The school follows the legislation and statutory guidance in the current Statutory Exclusions Guidance (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement), which comes into force on 26 July 2026 and replaces the 2024 version.

The school's 'Suspensions and Exclusions Policy' operates in conjunction with other policies including the 'Behaviour for Learning Policy', 'Drug, Alcohol and Substance Misuse Policy', 'E-Safety Policy' and 'Safeguarding Policy'.

This policy deals with the policy and practice which informs the school's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- Ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- Reduce the need to use exclusion as a sanction.

A suspension or exclusion, within this document, may be one of three types:

- Internal Suspension (when a student is excluded from normal lessons but remains within the school).
- Suspension (when a student is excluded from school for a fixed period of time).
- Permanent Exclusion (where steps are taken to permanently remove the student from the school roll).

For the purposes of this policy, the term 'exclusion' refers to a disciplinary exclusion only. Separation of a pupil from school for safeguarding purposes is addressed separately in Section 7 and is not treated as a disciplinary exclusion.

2. Introduction

Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Hagley Catholic High School operates a comprehensive inclusive system where all young people are welcome regardless of their race, religion, culture, sex, ability or disability, social background or any other personal characteristic.

At Hagley Catholic High School, we aim to include and not exclude wherever possible. We approach all challenging behaviour in a positive, supportive way (see Behaviour for Learning Policy). We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding.

Hagley Catholic High School recognises that exclusions from the school community, whether a suspension or permanent, are damaging to a young person's self-esteem. They can diminish the sense of belonging to the community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

In the majority of cases, students demonstrating unacceptable behaviour will be sanctioned appropriately using the school's 'Behaviour for Learning Policy'. By this means, students whose behaviour transgresses the behaviour standards of the school will be sanctioned, but their work will suffer less than if they were excluded from school.

The decision to recommend a student for a suspension or permanent exclusion will be taken in the following circumstances:

- In response to a serious breach of the school's 'Behaviour for Learning Policy' beyond that which would result in the use of Internal Suspension; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school.

In determining any exclusion, as a school, we will take due consideration of the Equality Act 2010 and the SEND Code of Practice.

3. Responsibility for Exclusion

An exclusion is only administered by the Principal (or, in the absence of the Principal, the Vice Principal who is acting in that role).

4. The Principal's Powers to Suspend or Permanently Exclude

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Principal, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful; reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

The Principal must take account of their legal duty of care when sending a student home following an exclusion. **The Principal must take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The student must be supported to share their view and must be kept informed of how that view has been taken into account.** Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker.

Whilst an exclusion may still be an appropriate sanction, the Principal should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Suspension

A suspension, where a student is temporarily removed from the school, is an essential behaviour management tool which is set out within the school's behaviour policy. A suspension does not have to be for a continuous period. A suspension **may sometimes be necessary** to provide a clear signal of what is unacceptable behaviour and to show a student that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a student, the Principal should consider whether suspension alone is an effective sanction and whether additional strategies need to be put in place to address behaviour. The Principal should take steps to ensure that work is set and marked for students during the first five school days of a suspension. The school's legal duties to students with disabilities or SEN remain in force. Any time a student is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. Lunchtime suspensions are counted as half a school day in determining whether a Local Governing Body meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). Permanent exclusion is only to be used as a last resort. The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

For any permanent exclusion, the Principal should take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) should also be considered.

Cancelling Exclusions

The Principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the Local Governing Body has not yet met to consider whether the student should be reinstated

Where an exclusion is cancelled:

- The Principal must notify the parents, the Local Governing Body, the LA and the student's social worker and VSH, as applicable, without delay. The notification must also provide the reason for the cancellation.
- The Local Governing Body's duty to consider reinstatement ceases.
- Parents (or the excluded student if they are 18 years or older) should be offered the opportunity to meet the Principal to discuss the circumstances that led to the cancellation.
- The student must be allowed back into the school without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

5. Setting a Clear Process for Exclusions

The Principal should consider the following when setting a clear process for exclusions:

- Adopting a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools.
- Ensuring there is a formal process for informing parents, social worker and VSH (where relevant), Local Governing Body and local authority, clearly setting out all reasons for the exclusion.
- Providing up to date links to sources of impartial advice for parents.
- Reintegrating students whose suspensions have ended or been cancelled and supporting students' future behaviour.
- Ensuring a formal process for arranging, at short notice, suitable full-time alternative education for students receiving suspensions over five school days.

Reasons and Recording Exclusions

The government trusts Principals to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a student. Examples of circumstances that may warrant a suspension or permanent exclusion include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

6. Off-Rolling and Unlawful Exclusions

Telling or forcing a student to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a student is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

Any exclusion of a student, even for short periods, must be formally recorded. It would be unlawful to exclude a student simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as academic attainment/ability, or the failure of a student to meet specific conditions before they are reinstated.

An informal or unofficial exclusion, such as sending a student home 'to cool off', is unlawful when it does not follow the formal school exclusion process, regardless of whether it occurs with the agreement of parents.

A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place. A pupil must not be permanently excluded because their parent (or the pupil) refuses to agree to a managed move. Excluding a pupil for a non-disciplinary reason is unlawful.

If a parent feels pressured into electively home educating their child, or that the suspension or permanent exclusion procedures have not been followed, they can follow the school's complaints procedure with the Local Governing Body. Ofsted considers any evidence of off-rolling and is likely to judge a school as inadequate if there is evidence that students have been removed from the school roll without a formal permanent exclusion.

7. Separation of Pupils for Safeguarding Purposes (New – July 2026)

In some circumstances, it may be necessary to temporarily forbid a pupil from attending the school premises for safeguarding reasons — for example, when an allegation of harm by one pupil against another requires physical separation to protect the welfare of those involved. This is not an exclusion on disciplinary grounds and must not be treated as one.

This measure should only be used when separation is essential and cannot be achieved while keeping both pupils on-site. When such a separation is required:

- The school must inform parents without delay and involve the Designated Safeguarding Lead (DSL).
- The Local Governing Body must be notified without delay.
- The local authority must arrange suitable education if the school or parent does not.
- The school must consider its duties under the Human Rights Act 1998, the Equality Act 2010, and Keeping Children Safe in Education (KCSIE).

This provision does not replace or override the disciplinary exclusion process. Any decision to separate a pupil for safeguarding purposes must be clearly documented and kept separate from the school's exclusion records.

8. Reintegration after a Suspension or Off-Site Direction

Hagley Catholic High School will support students to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion), a period of off-site direction, or a safeguarding separation. We will design a reintegration strategy that offers the student a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school. It is important to note that a student should not be prevented from returning to a classroom if parents are unable or unwilling to attend a reintegration meeting. The strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

Where necessary, we will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer school's team, to identify if the student has any SEND and/or health needs.

A part-time timetable should not be used to manage a student's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme will have a time limit by which point the student is expected to attend full-time education.

Measures to enable successful reintegration can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact with a designated pastoral professional in school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the student follows an equivalent curriculum during their suspension or receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the student and parents to praise progress and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support.

9. Factors that may be Considered Before Deciding to Exclude

The very best alternative provision (AP) can be important in managing behaviour and providing alternatives to exclusion. Hagley Catholic High School will look to work with high quality alternative provision providers to ensure a continuum of support is available.

Preventative Measures

In addition to the strategies set out regarding initial intervention, the Principal will also consider:

- An off-site direction (a temporary measure) or
- A managed move (a permanent measure) as preventative measures to exclusion.

Any use of alternative provision will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Use of Off-Site Direction

Off-site direction is when the Local Governing Body requires a student to attend another education setting to improve their behaviour. From 26 July 2026, academies are subject to the same statutory off-site direction framework as maintained schools, pursuant to the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

Written notices to parents regarding off-site direction must now include the following prescribed information:

- The placement address
- The person the pupil should report to
- The number of days
- The reasons and objectives of the placement
- Session times

Placement review meetings must be held at appropriate intervals, with written invitations to parents provided at least six days before each meeting.

Crucially, the pupil must be supported to share their view before a decision about off-site direction is made, and they must be kept informed of how their view has been taken into account.

Off-site direction will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the alternative provision upfront. The plan will then be frequently monitored and reviewed. Students must continue to receive a broad and balanced education.

10. Managed Moves and Alternative Provision

Managed Moves

A 'managed move' may be resorted to in order to avoid the danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other strategy has succeeded, or in exceptional circumstances, for a serious 'one-off' incident.

Schools and other educational establishments in the Wyre Forest have an agreement whereby students may be offered the opportunity of a 'fresh start' at another agreed school when the student is vulnerable to a permanent exclusion. Managed moves can be arranged via the Wyre Forest Fair Access Area Panel (FAAP), which convenes once per half term for all participating schools.

In accordance with the July 2026 statutory guidance, the following principles apply to all managed moves:

- A managed move must be **permanent from the outset**. The law does not allow for 'trial admissions' or 'trial managed moves'. If a temporary move is needed to improve a pupil's behaviour, the correct route is an off-site direction.
- A pupil's name will only be removed from the original school's register once the permanent move is confirmed.
- **A pupil must not be permanently excluded because their parent (or the pupil) refuses to agree to a managed move.** Excluding a pupil for a non-disciplinary reason is unlawful.
- Managed moves must comply with the School Admissions Code.
- Where a managed move is being considered for any pupil with a social worker, **the social worker must be notified at the point the school is contemplating the move**, not after a decision has been made.

- The pupil must be supported to share their view before a decision about a managed move is made, and must be kept informed of how their view has been taken into account.

Before a student application for a managed move is submitted to the FAAP, a meeting is arranged between the student, parents/carers and a representative from the school, as a managed move can only proceed with the agreement of all parties.

For students who do not reside within Worcestershire, schools are contacted within the relevant local authority in which the student resides in an attempt to set up an appropriate managed move.

Looked After Children and Managed Moves

For Looked After Children (LAC) at risk of exclusion or managed move, the Designated Teacher must specifically consider:

- How the school is using Pupil Premium Plus Funding to support the pupil; and
- Whether an interim Personal Education Plan (PEP) review needs to be called.

Use of Alternative Provision

The school has the power to direct a student to another education provider to modify and improve their behaviour. The objectives of the provision, days/times of attendance and duration of provision will be clearly set out from the start of the process. The student's attendance and progress at the alternative provider will be regularly reviewed to ensure that the placement is achieving its objectives and the student is benefitting from it.

The student will be re-integrated back into Hagley Catholic High School once they have modified and improved their behaviour so that they can conform to the school's 'Behaviour for Learning Policy'. The school will have regard to all of the statutory guidance set out in the Arranging Alternative Provision: A Guide for Local Authorities and Schools (updated 2026).

11. Duties to Inform

Duty to Inform Parents about an Exclusion

Whenever a Principal suspends or permanently excludes a student they must, without delay, notify parents or the excluded student (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, provide parents with the following information in writing:

- The reason(s) for the suspension or permanent exclusion.
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Parents' right to make representations about the suspension or permanent exclusion to the Local Governing Body.
- Parents' right to request that the meeting be held via remote access, and how and to whom to make this request.
- How any representations should be made.

- Where there is a legal requirement for the Local Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend or representative. Parents may bring more than one friend or representative, subject to a reasonable limit on numbers agreed by the governing board.

Notifications should be in person or by telephone in the first instance. Principals should consider:

- Whether the school has spoken to the parents (and when appropriate, the child's social worker) to ensure they fully understand the type/scale of the incident.
- Whether the school has considered how to communicate accessibly and clearly, including whether parents may have particular communication needs relating to a disability or having English as an additional language (EAL).
- Whether the notice contains all the required information.
- Whether parents have been informed of their right of representation to the Local Governing Body where several suspensions have been issued in a term.
- When notifying parents about a suspension or permanent exclusion, the Principal should draw attention to relevant sources of free and impartial information, including:
- The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- The local SENDIAS service: <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- Coram's Child Law Advice service: <https://childlawadvice.org.uk/information-pages/school-exclusion/> or 0300 330 5485 (Monday to Friday, 8am–6pm)
- ACE Education: 0300 0115 142 (Monday to Wednesday, 10am–1pm during term time) or <http://www.ace-ed.org.uk/>
- IPSEA: www.ipsea.org.uk

Informing Additional Parties

Robust procedures are in place to ensure that social workers, the governing body and the local authority are informed of any exclusion regardless of its length.

12. The Local Governing Body and Local Authority's Duties to Arrange Education for Excluded Students

The Local Governing Body and local authorities play an important role in ensuring that children who have been excluded from school receive a suitable education that facilitates their successful reintegration into education or meets their long-term needs.

Education from the Sixth Day of an Exclusion

For a suspension of more than five school days, the Local Governing Body must arrange suitable full-time education for any student of compulsory school age. This provision must begin no later than the sixth school day of the suspension. For permanent exclusions, the local authority must arrange suitable full-time education to begin from the sixth school day after the first day the permanent exclusion took place.

In addition, where a student has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP. The Designated Teacher must also consider whether an interim PEP review should be called and how Pupil Premium Plus Funding is being used to support the pupil.

Education Prior to the Sixth Day of an Exclusion

Where it is not possible or appropriate to arrange alternative provision during the first five school days, the school should take reasonable steps to set and mark work for the student. Online pathways such as Google Classroom or Oak Academy can be used, but schools should ensure that the work set is accessible and achievable by the student outside school.

Governing Board Data Oversight

The Local Governing Body must routinely challenge and evaluate pupil movement data and deploy maximum challenge to school leadership. The data review must include reviewing:

- Suspension and permanent exclusion data.
- Off-site direction arrangements.
- Managed move data.
- **Safeguarding separation arrangements** (new from July 2026).

The Local Governing Body should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision from the sixth consecutive school day of a suspension, including quality assuring provision, monitoring attendance and behaviour at the provision, and ensuring the correct attendance code is used.

Behaviour Outside School

Student behaviour outside school on school "business" — for example, trips, travelling to and from school, away sports fixtures or work experience — is subject to the school's Behaviour for Learning Policy. Serious infringements of the Behaviour for Learning Policy that occur outside of the school may lead to a suspension or permanent exclusion.

Drug-Related Exclusions

The Local Governing Body has indicated that the sanction of permanent exclusion is likely to be applied to the possession, use or supply of illegal drugs and other unauthorised drugs and drug paraphernalia within school boundaries, or if a student comes to school under the influence of illegal drugs.

In deciding on whether or not to exclude for a drug-related offence, the Principal will have regard to the school's Drug, Alcohol and Substance Misuse Policy. The decision will depend on the precise circumstances of the case and the evidence available. In a minority of cases, a suspension may be more appropriate than permanent exclusion.

Review of Exclusions

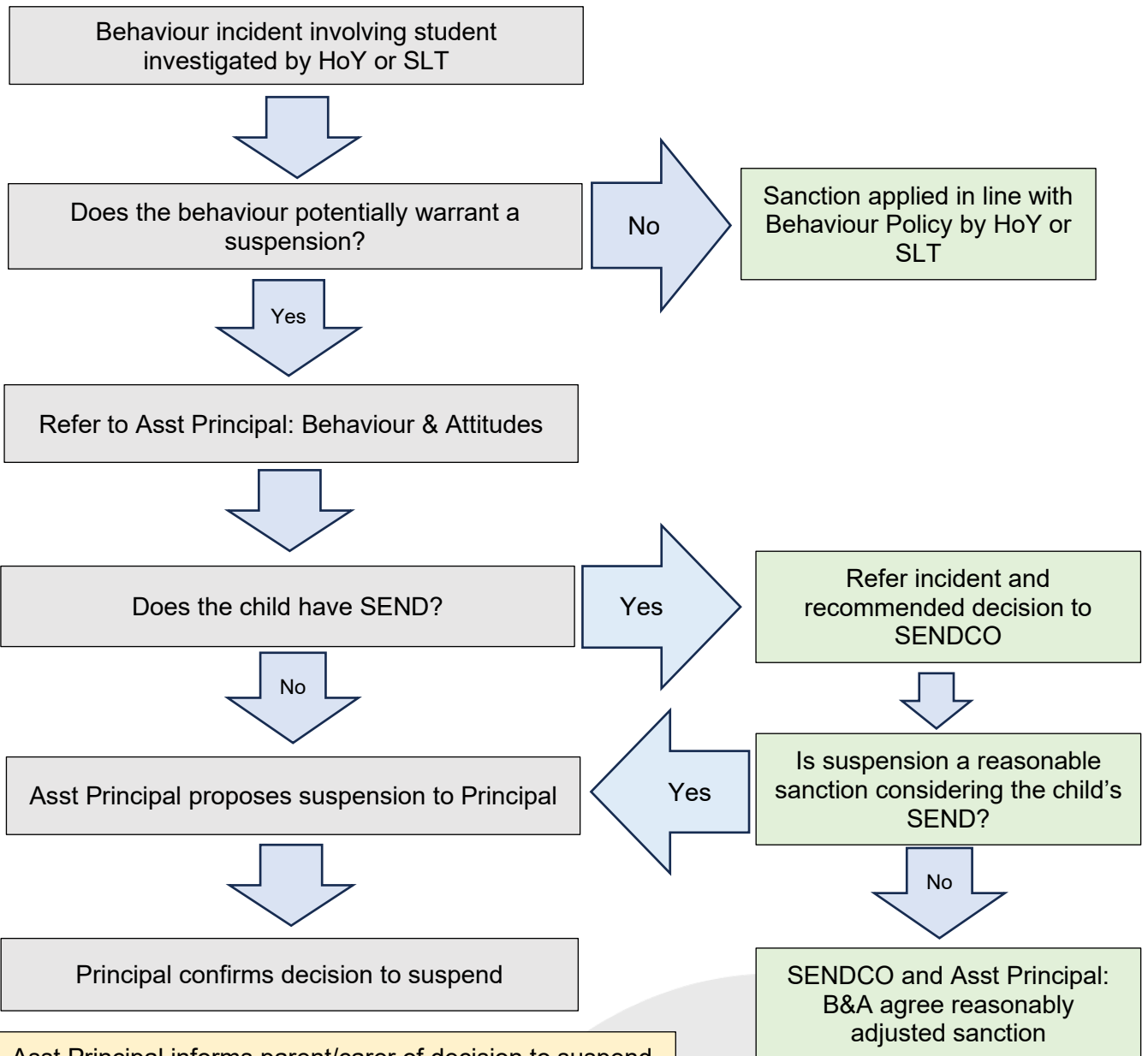
The Senior Leadership Team reviews and evaluates the use of exclusions to ensure their effectiveness on a regular basis. Further government guidance can be found at: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

Local services who can provide advice and guidance include:

- Gethin Howells (Senior Exclusions and Children Missing Education): 01905 678130 / PrimeExclusions@babcockinternational.com
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service): 01905 768153 / www.SENDworcestershire.co.uk / sendiass@worcestershire.gov.uk
- Worcestershire Gypsy Roma Traveller Education Team: 01905 678200 / k.poole@babcockinternational.com



Appendix 1: Process for Suspensions



- Asst Principal informs parent/carers of decision to suspend
- Actions in conjunction with the Asst Principal and PA to Principal:
 - Completion of Behaviour Log in Arbor
 - Completion of Exclusion Log in Arbor
 - Letter prepared for Principal
 - Letter approved by Principal
 - Upload letter to WCC
 - Send copy letters to Chair of LGB
 - Send copy letter to parents/carers
 - Upload Letter into Arbor on exclusion tab
- Convene suspension meeting at the end or during the period of suspension