



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Suspensions and Exclusions Policy

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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 25th February 2025 and will be reviewed in July 2026.

Signed by LGB representative for Hagley Catholic High School:

G Taylor-Smith

Signed by Principal:

J Hodgson



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Summary of Changes

Page 4	3 rd bullet point	SLT Supervision replaced with Internal Suspension
Page 11	Managed Moves	Section updated in its entirety
Page 17	Appendix 1	Decision to Suspend Flow Chart



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 student referral units in England.](#))

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).

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.

With regard to the above, 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 SLT Supervision; 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.

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).

The Principles 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 (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); 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.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

The Principal must take account of their legal duty of care when sending a student home following an exclusion. Principals should also 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. They should inform the student about how their views have been factored into any decision made.

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 student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and 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 for the student and whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, students still receive their education. 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, for example, to make reasonable adjustments in how they support disabled students during this period. 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. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Principal's duty to notify parents, apply in all cases. 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). 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, and there is no requirement to hold a meeting to consider reinstatement.
- 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 exclusion being cancelled which should be arranged without delay.
- The student must be allowed back into the school from which they were excluded 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.

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 students whose permanent exclusions have 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. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- 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 that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Up to three reasons can be recorded for each suspension or permanent (where applicable).

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 (Student Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

Suspending a student for a short period of time, such as half a day, is permissible but the formal suspension process must still be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

Any exclusion of a student, even for short periods, must be formally recorded. It would also 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, such as to attend a reintegration meeting.

If any of these unlawful exclusions are carried out and lead to the deletion of a student's name from the register, this is known as 'off-rolling'. 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 and 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.

If a parent feel 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 and in the case of a maintained school, the local authority. 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 or by the school encouraging a parent to remove their child from the school, and leaders have taken insufficient action to address this.

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) or period of off-site direction. 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 how 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. During the reintegration meeting, the school will communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the student's parents. 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. To ensure ongoing progress, 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 schools 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 or other agreement will have a time limit by which point the student is expected to attend full-time education, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing a part-time timetable with the student and their parents. In agreeing to a part-time timetable, the school is agreeing to a student being absent from school for part of the week or day and must treat absence as authorised.

We will consider a range of measures to enable the student's successful reintegration which 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 off-site direction 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 being made and raise and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support

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. This could include outreach support for students in mainstream schools and offering short term places to students who need a time-limited intervention away from their mainstream school.

Hagley Catholic High School will look to work with high quality alternative provision providers to ensure a continuum of support is available for students for whom good behaviour cultures and policies are not working.

Preventative measures to school exclusion

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

- a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or

b) managed moves (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.

Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

The following individuals must have regard to the Alternative Provision: Statutory guidance for local authorities, Principal and the Local Governing Body.

- a local authority arranging suitable education under section 19 of the Education Act 1996.
- the governing body of a maintained school making or reviewing an off-site direction under section 29A of the Education Act 2002; and
- the Local Governing Body or alternative provision academy arranging suitable education for a suspended student under section 100 of the Education and Inspections Act 2006.

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, and this will support reintegration into mainstream schooling.

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. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction can be used to arrange time limited placements at an alternative provision or another mainstream school.

During the off-site direction to another school, students must be dual registered. When possible, in school interventions or targeted support from alternative provision schools should be used to meet a student's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the student, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is placed in a mainstream school) upon review of the time limited placement.

Managed Moves

A 'managed move' may be resorted to in order to avoid danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other 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' are arranged via the Wyre Forest Fair Access Area Panel (FAAP) which are convened once per half term for all participating schools.

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

A 'managed move' to another secondary school, that is not part of the Wyre Forest FAAP, is often pursued locally with schools in a closer proximity to a student's home, where appropriate and requested.

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'.

"The Department's guidance, which can be found within the Exclusion guidance, is clear a managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. The law does not allow for 'trial admissions'". Once a child has been admitted to a school, they may only be deleted from the admissions register in limited circumstances prescribed by regulations.....The guidance notes the difference between a managed move (which is permanent) and an off-site direction (which is temporary) and the most appropriate measure to take when moving a child from one school to another on a temporary basis, due to behavioural reasons, would be an 'off-site direction'. That would require a pupil to attend somewhere off-site to receive education that is intended to improve their behaviour. This differs from a managed move, which should only be offered as a permanent transfer of a pupil. A managed move could be offered, after an off-site direction has been used initially."

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 he/she has 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 'Alternative Provision Statutory Guidance for Local Authorities (January 2013)' document.

The Principal's duty to inform parties about an exclusion

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, this section sets out how and when schools should and must share information with parents, social workers, VSH, local authorities, and the Local Governing Body.

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, after their decision, 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' (or an excluded student if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request.
- how any representations should be made; and
- where there is a legal requirement for the Local Governing Body to consider the suspension or permanent exclusion, that parents or an excluded student (if they are 18 years or older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where a suspended or permanently excluded student is of compulsory school age the Principal must also notify the student's parents of the days on which they must ensure that the student is not present in a public place at any time during school hours.

These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Principal must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion.
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
- the address at which the provision will take place; and
- any information required by the student to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

If a child is suspended again following their original suspension, or is subsequently permanently excluded, the Principal must inform parents and where relevant, the student's social worker or local authority if the student has an EHCP, without delay and issue a new exclusion notice to parents and the social worker. Informing parents about an exclusion.

Notifications should be in person or by telephone in the first instance as this would allow parents to ask any initial questions or raise concerns directly with the Principal. Principals should consider the following:

- Has the school spoken to the parents (and when appropriate, the child's social worker) to ensure they fully understand the type/scale of the incident?
- Has the school 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)?
- Has the school provided sufficient details in the suspension or permanent exclusion notice letter on the reasons for the suspension or permanent exclusion?
- Does the notice contain all the required information as set out in part six of the suspension and permanent exclusion guidance?
- Has the school informed parents (and when appropriate, the student's social worker or the local authority if a student has an EHCP) whether their student will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension or permanent exclusion?
- When several suspensions have been issued in a term, has the school informed parents of their right of representation to the Local Governing Body?
- Letter templates might be available from the local authority.

When notifying parents about a suspension or permanent exclusion, the Principal should set out what arrangements have been made to enable the student to continue their education prior to the start of any alternative provision or the student's return to school, in line with legal requirements and guidance in part six.

When notifying parents about a suspension or permanent exclusion, the Principal should draw attention to relevant sources of free and impartial information. This information should include:

- The Department’s Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- Coram’s Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Informing additional parties

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

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.

The education of students from the sixth day of an exclusion

For a suspension of more than five school days, the Local Governing Body (or local authority about a student suspended from a PRU) must arrange suitable full-time education for any student of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the student for the full period or multiple decisions to suspend the student for several periods in a row.

For permanent exclusions, the local authority must arrange suitable full-time education for the student to begin from the sixth school day after the first day the permanent exclusion took place. This will be the student’s ‘home authority’ in cases where the school is in a different local authority area. The school should collaborate with the local authority when the student might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

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.

The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked-after children, which can be found here: Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk). Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP.

Provision does not have to be arranged by either the school or the local authority for a student in the final year of compulsory education who does not have any further public examinations to sit.

The education of students prior to the sixth day of an exclusion

It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a student's education. Whilst the statutory duty on Local Governing Body's or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the student in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, 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.

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 for students of compulsory school age from the sixth consecutive school day of a suspension. This includes:

- Checking that there is a process in place for the Local Governing Body to assure itself that the education provided is suitable and full-time.
- Quality assuring provision and ensuring that any previous placements have been evaluated, including support for any SEND the student may have.
- Checking whether there is a process in place to monitor the student's attendance and behaviour at the provision.
- Checking whether the correct attendance code is being used.
- Checking whether the student's child protection file and any other information relevant to the student's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with [Keeping children safe in education](#)

Behaviour Outside School

Student behaviour outside school on school "business" for example trips, travelling to and from school, away school sports fixtures or a work experience placement is subject to the school's Behaviour for Learning Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

Serious infringements of the school's 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, fixed term exclusion may be more appropriate than permanent exclusion. The Principal will make a judgment set against the criteria in the school's Drug, Alcohol and Substance Misuse Policy.

Review of Exclusions

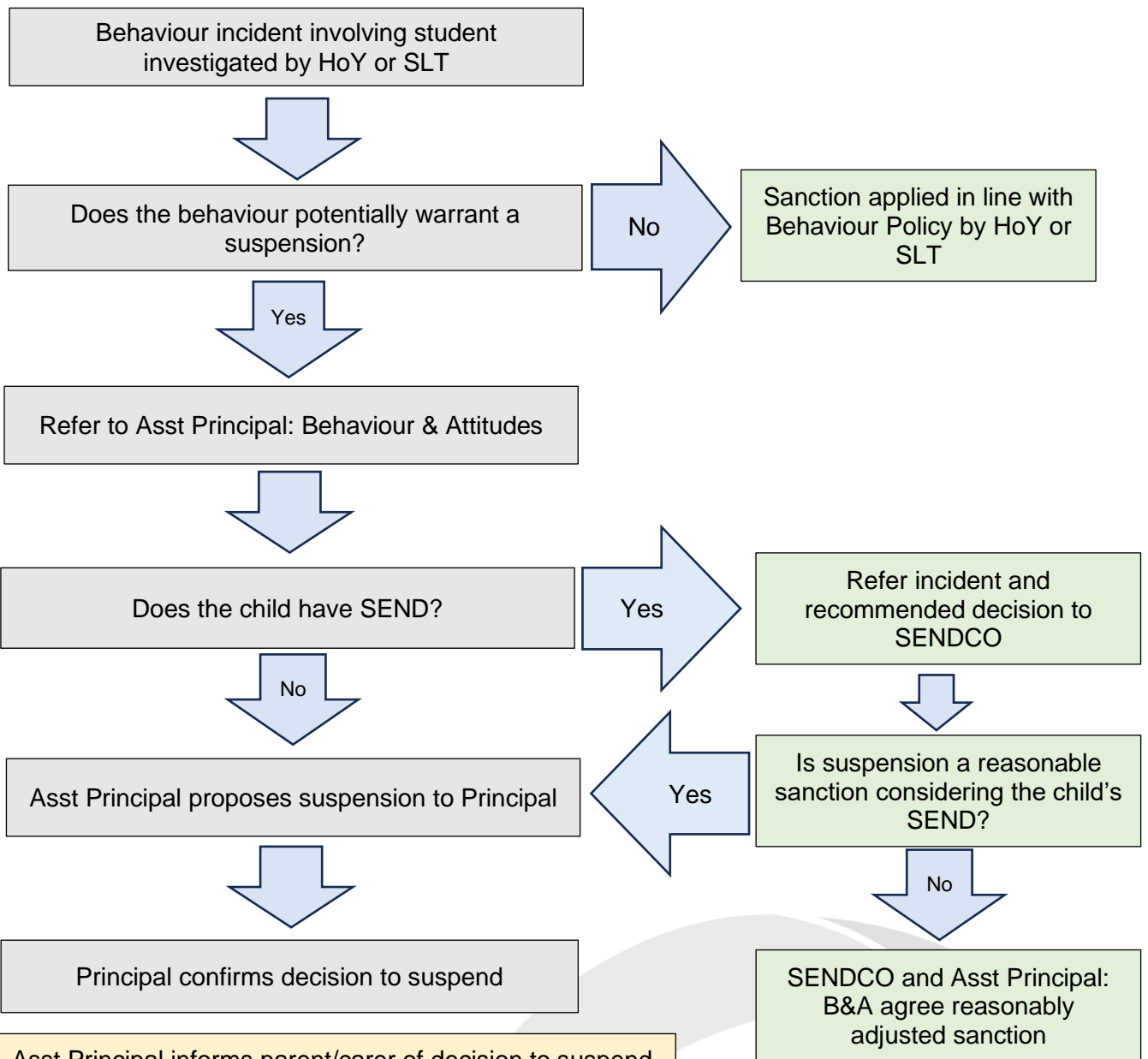
The Senior Leadership Team review and evaluate the use of exclusions to ensure their effectiveness on a regular basis. Further government guidance's can be found at - [Further information](#)

There are also some local services who can provide advice and guidance. For example:

- Gethin Howells (Senior Exclusions and Children Missing Education). She can be contacted on 01905 678130 PrimeExclusions@babcockinternational.com
- Special Educational Needs and Disabilities Information, Advice and Support Service-SENDIASS (formerly the parent partnership service). They can be contacted on 01905 768153 or at www.SENDworcestershireshire.co.uk or sendiass@worcestershireshire.gov.uk. They also have a national website at <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>
- Worcestershire Gypsy Roma Traveller Education Team. They can be contacted on 01905 678200 or at k.poole@babcockinternational.com



Appendix 1: Process for Suspensions



- Asst Principal informs parent/carer 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