



Suspension & Permanent Exclusion Policy

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1. Aims

At King's Academy Gomer, we aim to:

- Apply the exclusions process fairly and consistently.
- Ensure the exclusions process is clearly understood by staff, parents, and pupils.
- Maintain a safe and inclusive learning environment.
- Prevent pupils from becoming NEET (Not in Education, Employment, or Training).
- Carry out all suspensions and permanent exclusions in accordance with statutory guidance and legal frameworks.

2. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education, including:

- Education Act 2002 (as amended by the Education Act 2011)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [Education and Inspections Act 2006](#)
- [The Equality Act 2010](#)



- [Children and Families Act 2014](#)
- [DfE Suspensions and Permanent Exclusion Guidance \(2023\)](#)
- [SEND Code of Practice \(2015, Section 6 & 8\)](#)
- [Keeping Children Safe in Education \(KCSIE 2024\)](#)

2.1 A Note on Off-Rolling

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

“The practice of removing a pupil from the school roll 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.”

We are committed to maintaining fair and lawful practices and will never unlawfully suspend or exclude pupils by:

- Directing them off-site or preventing attendance without following the statutory procedures outlined in the *School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. This includes informal practices such as sending a pupil home to ‘cool off’ without formally recording the event.
- Removing a pupil due to their special educational needs and/or disability (SEND) if the school cannot support them.
- Off-rolling a pupil due to poor academic performance.
- Excluding a pupil for not meeting specific conditions, such as failing to attend a reintegration meeting.
- Pressuring or influencing parents to remove their child from the school.

Our school is committed to safeguarding the educational rights of all pupils and ensuring every child receives the support they are entitled to.

3. Definitions

- **Suspension:** Temporary removal from school for a fixed period.
- **Permanent Exclusion:** Permanent removal from school.
- **Off-site Direction:** Temporary placement in an alternative education setting to improve behaviour.
- **Managed Move:** A pupil transfers to another school with the consent of all parties.

4. Roles and Responsibilities

4.1 Executive Headteacher and Associate Headteacher

Georgina Mulhall (Executive Headteacher) and **Karen Digby (Associate Headteacher)** are our Headteachers and they are responsible for decisions regarding suspensions and permanent exclusions. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision will be taken only in cases of:

- Serious or persistent breaches of the school’s behaviour policy.
- Situations where allowing the pupil to remain in school would seriously harm the education or welfare of others.



Before making a decision, the Executive or Associate Headteacher will:

- Consider all relevant facts and evidence on a balance of probabilities.
- Allow the pupil to present their account. If a pupil needs support to express their view, this might be done through an advocate, e.g. a parent, a social worker.
- Consider any special educational needs (SEN), vulnerabilities, or external factors.
- Consider whether the pupil or student is especially vulnerable (e.g. the pupil or student has a social worker, or is a looked-after child (LAC)).
- Explore alternative solutions such as behaviour interventions, off-site direction or managed moves.

4.2 Informing Parents

Parents will be notified without delay of:

- The reason(s) for the suspension or exclusion.
- The length of suspension or confirmation of a permanent exclusion.
- Their right to make representations to the Local Governing Body.
- Their duty to ensure their child is not in a public place during school hours for the first five days of exclusion.

The Headteacher/s will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
- If alternative provision is being arranged, the following information will be included, if possible:
 - ❖ The start date for any provision of full-time education that has been arranged
 - ❖ 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
 - ❖ Any information the pupil or student needs in order to identify the person they should report to on the first day

If the Headteacher/s do not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 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 King's Academy Gomer reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

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

In cases where permanent exclusion is a potential, but not yet definite outcome, King's Academy Gomer will notify parents of a decision to issue a suspension for a proportionate period of not more than five school days while a thorough investigation takes place and all information and evidence is collated. If this investigation produces information that supports the case for permanent exclusion, the school will notify parents by phone and in writing by the end of the fifth day.



4.3 Informing the Chair of the Local Governing Body

The Headteacher or Executive Headteacher will immediately notify the Chair of Governors of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil or student;
- Any suspension or permanent exclusion which would result in the pupil or student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil or student missing a National Curriculum test or public exam

The Headteacher/s will notify the Local Governing Body, once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

4.4 Informing the Local Authority

The school will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension. The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil or student lives outside the LA in which the school is located, the Headteacher/s will also, without delay, inform the pupil or student's 'home authority' of the exclusion and the reason(s) for it.

4.5 Informing the pupil or student's Social Worker and/or Virtual School Head (VSH)

If a:

- A pupil or student with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible
- A pupil or student who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher/ Executive Headteacher will inform the VSH as early as possible
- This is in order to work together to consider what factors may be affecting the pupil or student's behaviour, and what further support can be put in place to improve the behaviour

If the Headteacher/s decide to suspend or permanently exclude a pupil or student with a social worker / a pupil or student who is looked after, they will inform the pupil or student's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil or student
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil or student's ability to sit a National Curriculum test or public exam (where relevant.)

The social worker / VSH will be invited to any meeting of the board of trustees about the suspension or permanent exclusion. This is so they can provide advice on how the pupil or student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil or student's welfare are taken into account.

5. Leaving the School Site Without Permission



At King's Academy Gomer, we take pupil safety and safeguarding extremely seriously. If a pupil leaves the school site without permission (absconds), this poses a significant safeguarding risk to the pupil and potentially places staff in an unsafe situation when attempting to locate or follow them. In line with Keeping Children Safe in Education, when a pupil absconds, safeguarding procedures will be followed, including immediate parental notification and, if necessary, contacting the police. The incident will be formally recorded, and a reintegration plan will be put in place.

To ensure the safety of all pupils and staff:

- Absconding from school grounds is considered a serious breach of school expectations and will likely result in a fixed-term suspension.
- Each case will be considered on an individual basis, taking into account age, vulnerabilities, intent, and risk factors, but the expectation remains that all pupils must remain on-site and follow school expectations.
- Staff cannot and will not place themselves at risk by pursuing pupils beyond the school boundaries. Instead, appropriate safeguarding actions will be taken, including notifying parents and the police if necessary.
- If a pupil is known to be at risk of absconding, the school will work with parents, external agencies, and the local authority to put in place a risk reduction plan and appropriate interventions.
- Repeated incidents of absconding may result in a more formal behaviour plan, alternative provision placement, or a managed move if appropriate.

The school's priority is to maintain a safe, structured, and secure environment for all pupils, and absconding undermines this commitment. Parents will be notified immediately if their child absconds, and the school will take all necessary steps to ensure future safety and compliance with school expectations.

6. Excluding Pupils with an Education, Health and Care Plan (EHCP)

At King's Academy Gomer, we recognise the additional vulnerabilities of pupils with Education, Health and Care Plans (EHCPs). While fixed-term and permanent exclusions remain an option, they will only be used as a last resort, following careful consideration of the pupil's needs and the support in place.

Early Intervention and Support

Where a pupil with an EHCP receives repeated fixed-term exclusions, particularly for similar reasons, the school will:

- Seek additional support and interventions to help prevent further exclusions.
- Hold multi-agency meetings involving parents, the pupil, SEN professionals, and other relevant agencies to agree on strategies to support the pupil effectively and reduce the risk of further exclusions.
- Work proactively with the local authority (LA) to identify and address any underlying needs.

Emergency Annual Reviews

In exceptional cases, where a pupil's needs cannot be met within the school's provision despite additional support, the school may:

- Call an emergency Annual Review of the EHCP to discuss concerns.
- Work with parents and the local authority to explore alternative strategies and support options.



- Consider whether the school remains the most appropriate setting to meet the pupil's special educational needs.

Permanent Exclusion

Before considering a permanent exclusion, the school will work with the Local Authority SEN Team to ensure all reasonable adjustments have been explored. A risk assessment will be carried out, and a multi-agency meeting will be held to discuss alternative support strategies.

Permanent exclusion of a pupil with an EHCP will only be considered in extreme and persistent circumstances, where:

- All reasonable adjustments and support strategies have been exhausted.
- The exclusion is necessary to maintain the safety and wellbeing of the pupil, their peers, and staff.
- The decision is in line with the SEND Code of Practice and statutory guidance on exclusions.
- The Local Authority have been informed

If a permanent exclusion is being considered, all other steps outlined in this policy must be followed, including:

- Engagement with the local authority and SEN professionals.
- Consideration of alternative support or placements before making a final decision.
- Ensuring parents are fully informed of their right to appeal and to request an independent SEN expert at a review panel.

At King's Academy Gomer, we remain committed to working collaboratively with parents, the local authority, and external agencies to ensure that all pupils with EHCPs receive the appropriate support and education they are entitled to.

7. Considering the Reinstatement of a Pupil

The Governor Discipline Committee (GDC) will review the reinstatement of an excluded pupil within 15 school days upon receiving notice of the exclusion if:

- The exclusion is permanent.
- It is a suspension that totals more than 15 school days in a term.
- The exclusion would result in the pupil missing a Standard Assessment Test (SATs)

For suspensions not exceeding five school days in a term, the GDC will consider any representations made by parents. However, it is not obligated to convene a meeting with parents and cannot direct the Headteacher to reinstate the pupil.

For suspensions exceeding five but less than 16 school days in a term, if parents make representations, the GDC will decide on reinstatement within 50 school days of receiving notice. If no representations are made, the GDC is not required to meet and cannot direct reinstatement.

If an exclusion results in a pupil SAT being missed, the GDC will, as far as reasonably practicable, consider and decide on reinstatement before the exam or test date.

7.1 Meeting Arrangements

The following parties will be invited to a GDC meeting and allowed to make representations or share information:

- Parents and, where requested, a representative or friend).
- The pupil if it is appropriate to their age and understanding



- The Associate an/or Executive Headteacher.
- The pupil's social worker, if applicable.
- The Virtual School Head (VSH) if the pupil is looked after.

The GDC will try to arrange the meeting within the statutory time limits and at a time that suits all relevant parties. However, its decision will not be invalid simply because it was not made within these time limits.

7.2 Decision-Making

Before confirming a permanent exclusion, the school will work with the Local Authority to explore whether a managed move or alternative provision placement would better meet the pupil's needs. The GDC can then either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately or on a specific date.

In reaching a decision, the GDC will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the Headteacher followed their legal duties.
- The welfare and safeguarding of the pupil and their peers.
- Any evidence presented to the governing board.
- The balance of probabilities when deciding whether a fact is true (different from the criminal standard of 'beyond reasonable doubt').

Minutes will be taken of the meeting, and a record of evidence considered will be kept. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

7.3 Notifying Stakeholders

The GDC will notify in writing the following stakeholders of its decision, along with the reasons for the decision, without delay:

- Parents.
- The Headteacher/Executive Headteacher.
- The pupil's social worker, if applicable.
- The Virtual School Head (VSH) if the pupil is looked after.
- The Local Authority.
- The pupil's home authority, if different from King's Academy Gomer's Local Authority.

7.4 Permanent Exclusions

If the exclusion is permanent and the GDC decides not to reinstate the pupil, the notification will also include:

- Confirmation that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
- The deadline for requesting a review (15 school days from the date of the written notification).
- The name and address for submitting a review request and any supporting evidence.



- A requirement for parents to state the grounds for their review, particularly if they believe the pupil's special educational needs (SEN) were relevant to the exclusion.
- Information about parents' right to request an independent review if they believe the exclusion was related to a disability. The review panel must consider whether the exclusion was in line with the Equality Act 2010 and whether reasonable adjustments were made.

8. Providing Education During Suspension

- For the first five school days of a suspension, the school will set and mark appropriate work.
- From day six, the LA must arrange suitable full-time education.
- For LAC or pupils with a social worker, alternative provision will be arranged from the first day of exclusion.

During the first five days of a suspension, if the pupil is not attending alternative provision (AP), the Headteacher will ensure that achievable and accessible work is set. Online platforms such as Google Classroom or Oak National Academy may be used for this purpose. If the pupil has special educational needs or a disability (SEND), reasonable adjustments will be made where necessary.

If the pupil is looked after or has a social worker, King's Academy Gomer will work with the local authority (LA) to arrange AP from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to provide and assess work, including through online platforms.

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of exclusion.

For pupils who are in care or have social workers, the LA and King's Academy Gomer will work together to arrange suitable full-time education from the first day of exclusion.

9. Reintegration Following a Suspension

King's Academy Gomer is committed to supporting pupils to reintegrate successfully. This may include:

- A reintegration meeting with parents and senior staff.
- Daily check-ins with a Learning Mentor.
- Tailored support plans for pupils with additional needs.
- Work with third-party organisations to identify whether the pupil or student has any unmet special educational and/or health needs.

9.1 Reintegration Meeting

At King's Academy Gomer, we want every child to feel welcomed and supported when returning to school after a period of absence. Before or on the day of their return, we will hold a reintegration meeting to explain the support in place and ensure they have a positive fresh start.

This meeting is an opportunity for your child to feel reassured that they are a valued part of our school community. Parents and carers, along with a member of the school leadership team and relevant staff, will be invited to attend. While we encourage all parents to take part, the meeting will still go ahead if you are unable to attend, and your child will not be prevented from returning to school.



Our goal is to work together to support your child's successful reintegration, ensuring they feel confident and ready to continue their learning.

10. Monitoring and Review

At King's Academy Gomer, we are committed to ensuring that every child is treated fairly and supported to succeed. To help us do this, we closely monitor and review suspensions, exclusions, and alternative provisions to ensure that our behaviour policies are applied consistently and effectively.

Each term, suspensions and exclusions will be reviewed by the Local Governing Body (LGB), the Executive Headteacher, and the Associate Headteacher. Data will be carefully monitored to identify patterns, including:

- Trends in exclusions across different pupil groups.
- The effectiveness of early intervention strategies.
- How consistently and effectively the school's behaviour policy is being implemented.
- Attendance and absence data, including the use of specific register codes.
- Instances where a pupil receives repeat suspensions.
- The interventions in place to support pupils at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions to understand why they are happening and ensure they are only used when absolutely necessary.
- The timing of moves and permanent exclusions to identify any patterns that may highlight areas where policies or support may need improvement.
- The characteristics of suspended and permanently excluded pupils and the reasons behind these decisions.
- Whether placements for pupils directed off-site into alternative provision are reviewed at appropriate intervals to ensure they are meeting educational and pastoral objectives.
- The cost implications of directing pupils off-site.

As part of the wider King's Group Academies, we also analyse trends across all our schools, as numbers within individual schools may sometimes be too low for meaningful statistical analysis.

Our priority is to create an inclusive, supportive environment where every child can thrive, ensuring that all decisions around suspensions, exclusions, and alternative provisions are made with fairness, consistency, and the best interests of the child at heart.

11. Links with other Policies

This policy is linked to our:

- Behaviour policy
- SEN Policy
- Safeguarding Policy

