

Ethos Academy Trust

Suspension And Exclusion Policy

October 2025

1	Summary	Suspension and Exclusion Policy			
2	Responsible person	Director of Safeguarding and Inclusion and Chief Education Officer			
3	Accountable ELT member	CEO Chris Davis			
4	Applies to	☒ All Staff ☐ Support Staff ☐ Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	Aimee Bedford			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Kate Hewson			
8	Ratifying committee(s) and date of final approval	L&A Committee – 15.10.25			
9	Version number	1.0			
10	Available on	Every	☒ Y ☐ N	Trust Website ☐ Y ☒ N Academy Website ☒ Y ☐ N Staff Portal ☐ Y ☒ N	
11	Related documents (if applicable)				
12	Disseminated to	☐ Trustees ☒ All Staff ☐ Support Staff ☐ Teaching Staff			
13	Date of implementation (when shared)	October 2025			
14	Date of next formal review	October 2026			
15	Consulted with Recognised Trade Unions	☐ Y ☒ N			

Date	Version	Action	Summary of changes
13/07/2023	1.0 (Local versions)	Written	Creation of policy
1/10/2025	1.0 (Trust wide)	Re-written	Review and re-write of policy to All statutory requirements included New Trust-wide version

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1. Aims and Principles

- To ensure all suspensions and permanent exclusions are carried out lawfully, fairly, and consistently, in line with statutory guidance and the SEND Code of Practice.
- To safeguard the rights of all pupils, including those with SEND and other vulnerabilities.
- To prevent unlawful 'off-rolling' and ensure every child receives their entitlement to education.
- To support trustees, staff, parents/carers, and pupils in understanding the exclusions process.

2. Legislation and Statutory Guidance

This policy is based on:

- DfE statutory guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
 - Education Act 2002 (section 51A, as amended by the Education Act 2011)
 - School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
 - Education Act 1996 (section 579, definition of 'school day')
 - Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007/2014
 - Equality Act 2010 (including Public Sector Equality Duty)
 - Children and Families Act 2014
 - SEND Code of Practice (2015), especially sections 6.8–6.12, 6.33, 6.43, 11.53–11.55
 - School Inspection Handbook (re: off-rolling)
 - [School's Behaviour Policy], [SEND Policy], [SEN Information Report]
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3. Definitions

- **Suspension:** Removal from school for a fixed period (previously 'fixed-term exclusion')
 - **Permanent Exclusion:** Removal from school permanently and from the admission register
 - **Off-site Direction:** Temporary attendance at another setting to improve behaviour
 - **Managed Move:** Permanent transfer to another school, with all parties' consent
 - **Parent/Carer:** Any person with parental responsibility or care of the child
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4. Roles and Responsibilities

4.1 Headteacher

- Only the headteacher/head of school (or acting headteacher) can suspend or permanently exclude a pupil, and only on disciplinary grounds.
- Permanent exclusion is a last resort, used only for serious or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of others.
- Must consider all relevant facts, including the pupil's version of events, SEND, vulnerability, and whether all alternatives have been explored.
- Must not exclude for reasons relating to SEND/disability the school feels unable to support, poor academic performance, or failure to attend a reintegration meeting.
- Must inform parents/carers (and the pupil, if 18+) without delay, in writing and by phone, of the reason(s), length, and rights of representation/appeal.
- Must notify the board of trustees, local authority, social worker, and Virtual School Head (VSH) as appropriate.

4.2 Board of Trustees

- Must consider representations and, in certain circumstances, the reinstatement of a pupil.
- Must monitor and analyse exclusion data by protected characteristic, age, time, and other factors, and review policies if disparities are found.
- Must ensure all statutory procedures are followed and that reasonable adjustments are made for SEND/disability.

4.3 Local Authority

- For permanent exclusions, must arrange suitable full-time education from the sixth day.
 - For looked-after children or those with a social worker, must work with the school to arrange provision from day one.
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5. Decision-Making Process

- The headteacher must consider the balance of probabilities, whether the incident was provoked, and the pupil's SEND or vulnerability.
 - The pupil's voice must be heard, with advocacy if needed.
 - All alternatives (detentions, off-site direction, managed moves) must be considered before exclusion.
 - The headteacher must not reach a decision until all evidence and representations have been considered.
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6. Notification and Communication

- Parents/carers (and the pupil, if 18+) must be informed without delay, in writing and by phone.
 - Written notice must include: reasons, length, right to make representations, right to request remote meetings, and information about appeals and SEN expert.
 - The board of trustees, local authority, social worker, and VSH must be notified as required.
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7. Provision of Education

- During the first 5 days of exclusion, the school must set and mark achievable work, with reasonable adjustments for SEND/disability.
- From day 6, the local authority (or school, for suspensions) must arrange suitable full-time education.
- For looked-after children or those with a social worker, provision must be arranged from day one.

8. Reinstatement and Review

- The board of trustees must consider reinstatement within 15 school days for permanent exclusions or suspensions totalling more than 15 days in a term, or if a public exam would be missed.
- All relevant parties (parents/carers, pupil, headteacher/head of school, social worker, VSH, LA) must be invited to the meeting.
- The board must consider lawfulness, reasonableness, procedural fairness, and the welfare of the pupil and others.
- The board must notify all parties of its decision, reasons, and rights of appeal.

9. Independent Review Panel (IRP)

- Parents/carers (or the pupil, if 18+) may request an IRP within 15 school days of the governing board's decision.
- The IRP must be independent and include a lay member, a governor, and a headteacher (or former headteacher).
- Parents/carers have the right to request the appointment of an SEN expert (at no cost).
- The IRP may uphold the exclusion, recommend reconsideration, or quash the decision if flawed.
- The IRP must notify all parties of its decision and reasons.

10. School Registers and Returns

- A pupil's name is removed from the register only after all appeals are exhausted or declined.
- Attendance codes: B (off-site), D (dual registration), E (absent).
- The school must make a return to the LA with all required details.

11. Reintegration

- The school must have a reintegration strategy, including meetings with the pupil and parents/carers, support for SEND, and regular review.
- Part-time timetables must not be used as a behaviour management tool and, if used, must be for the minimum time necessary.

12. Remote Access to Meetings

- Parents/carers (or the pupil, if 18+) may request remote meetings.
- All participants must be able to participate fully and fairly.
- Meetings must be rearranged in person if technical issues prevent fairness.

13. Monitoring and Data Analysis

- The school will collect and analyse data on exclusions, suspensions, managed moves, and off-site directions.
- Data will be reviewed by the assistant head teacher and SENCO every week and reported to the headteacher/head of school.
- Analysis will include breakdowns by age, time, protected characteristic, and other relevant factors.

14. Links with Other Policies

- Behaviour Policy
- SEND Policy
- SEN Information Report
- Accessibility Plan
- Safeguarding/Child Protection Policy
- Complaints Policy

15. Training

- All IRP members and clerks/governance professionals must have received training within the last 2 years, covering:
 - Statutory requirements and guidance
 - Procedural fairness and natural justice
 - Equality Act 2010 duties
 - Human Rights Act 1998
 - Role of the SEN expert

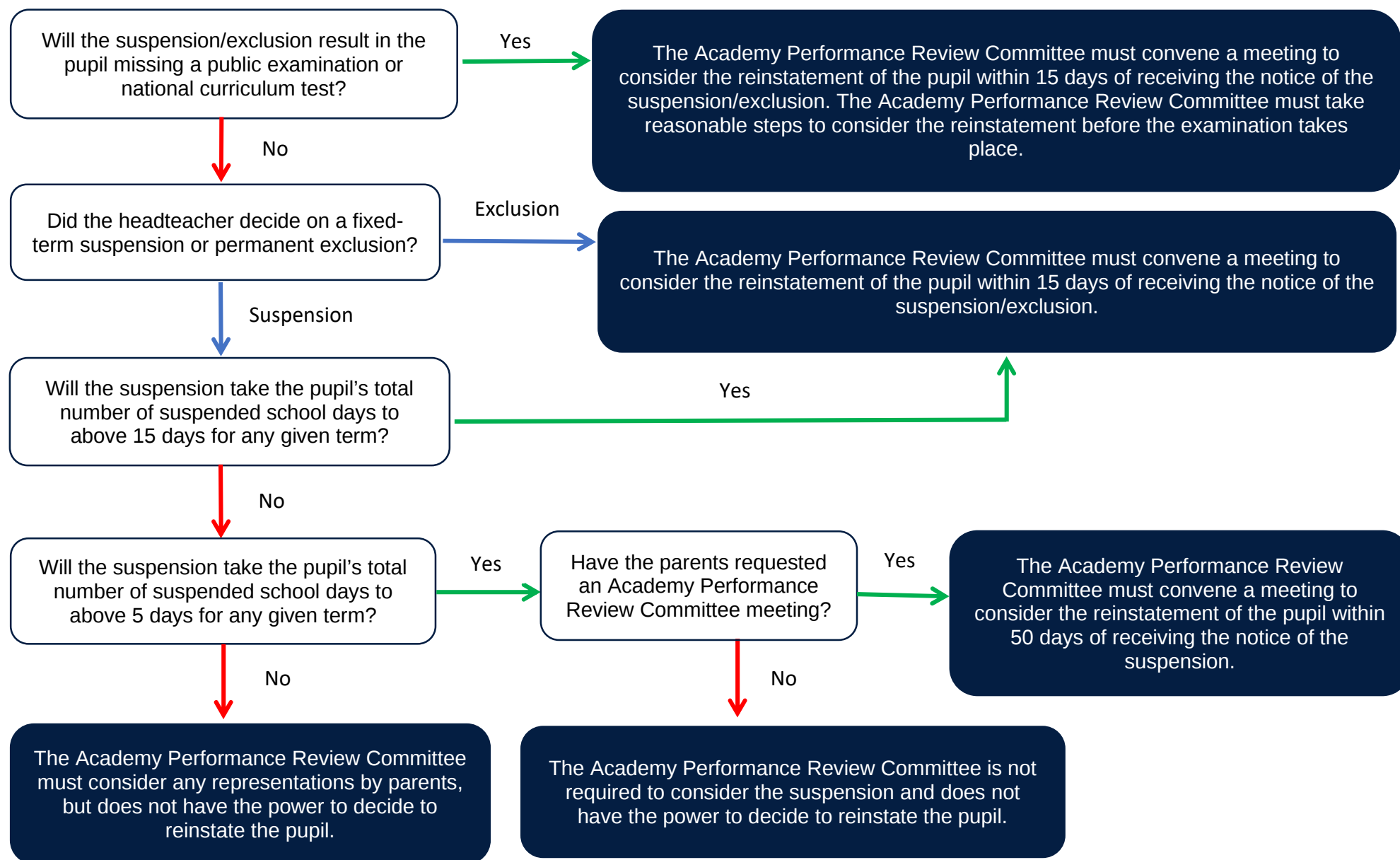
16. Annex: Statutory Cross-References

- SEND Code of Practice (2015): 6.8–6.12 (equality), 6.33, 6.43 (SEND and exclusion), 11.53–11.55 (disability discrimination claims), 11.39–11.55 (appeals)
 - Equality Act 2010: Reasonable adjustments, protected characteristics
 - DfE Exclusion Guidance: All sections
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Appendices

Section	Description	Page
A.	Flowchart for Reviewing the Headteacher's Suspension or Exclusion Decision	
B.	Flowchart for Reintegration of Pupil Following Suspension or Exclusion	

Appendix A: Flowchart for Reviewing the Headteacher's Suspension or Exclusion Decision



Appendix B: Flowchart for Reintegration Following a Suspension or Exclusion

