

Woodlands Secondary School	Suspension and Permanent Exclusion Policy	
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Date	Review Date	Author	Nominated Governors
September 2025	September 2026	Sandra Clarke	Governing Board
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	The Key for School Leaders	24/9/25

Woodlands Secondary School is a secondary aged special school which serves children with severe or profound and multiple learning disabilities. All of the students at Woodlands Secondary School have an EHC plan. This means that all our students have learning impairments and are developmentally young, when compared to their chronological age. Some of our students will have some understanding of the impact of their actions and behaviours but we also need to acknowledge that the majority of our students may demonstrate behaviours without the understanding of their impact upon others.

Regardless of intent, we must recognise the impact of behaviours on others. It's important to implement strategies that help the student adjust their behaviour and learn better ways to communicate, while also ensuring the safety and support of those who may be affected by their actions.

Behaviour is a means of communication and is shaped by both internal and external influences. All behaviour has a functional element, we therefore need to interpret behaviours with care to try and consider the underlying issues (such as pain, discomfort, or distress). When supporting someone who is exhibiting challenging, difficult or dangerous behaviour, we need to look at what message the student is attempting to convey, whether it's related to communication barriers, sensory overload, emotional regulation, or social difficulties. Understanding the root cause helps us to provide the right interventions and strategies to support positive behaviour development.

The school's Behaviour policy outlines how we endeavour to promote a positive culture where there is a consistent approach to behaviour management ensuring that all students have the opportunity to learn in a calm, safe, purposeful and supportive environment, free from the disruption of others, where they feel valued, listened to and respected. A copy of the school's Behaviour policy can be found on the school's website.

In our setting, it may be necessary for the headteacher to suspend or exclude a student. These circumstances include, but are not limited to:

- Incidents where the safety of the student, other students or staff is seriously compromised.
- Incidents of significant deliberate damage to property.
- Discriminatory abuse when the student is aware of the consequence of their actions.
- Repetitive situations which cause other students or staff to feel emotionally or physically unsafe.

The decision to suspend or exclude a student is made on an individual basis and always as a last resort.

1. Aims:

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the suspension and permanent exclusion process is applied fairly and consistently.
- Help governors, staff, parents and students understand the exclusions process
- Ensure that students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully.

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the student, to:

- Remove a student from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement updated August 2024

<https://www.gov.uk/government/publications/school-exclusion>

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)

- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

3. Definitions

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

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

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

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

Suggested deletion as managed moves cannot be arranged between special schools

4 Roles and Responsibilities

4.1 The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a student will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show that student's current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a student will be taken only:

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

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events, where possible
- Consider whether the student has special educational needs (SEN)*
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored

The headteacher will consider the views of the student, where this is possible, in light of their age and understanding and communication skills, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

*All students at Woodlands Secondary School have special educational needs. Students have severe or profound learning disabilities and may have additional needs. Some of our students will have some understanding of the impact of their actions and behaviours but we also need to acknowledge that the majority of our students may demonstrate behaviours without the understanding of their impact upon others. Regardless of intent, we must recognise the impact of behaviours on others.

Informing parents (or the student where they are 18 or older)

If a student is at risk of suspension or exclusion the headteacher will inform the parents/student as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

In some cases a situation may escalate quickly and staff may need to make some urgent decisions in order to keep everyone safe. We will endeavour to keep parents up to date and made aware of the situation, but this may not always be possible in advance.

If the headteacher decides to suspend or exclude a student, the parents will be informed, without delay, about the period of the suspension or exclusion and the reason(s) for it. The initial contact will be by telephone and there will be a face to face conversation when parents come to collect their child.

The parents/student will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/student's right to make representations about the suspension or permanent exclusion to the governing board and, where the student is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents/the student have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/the student have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, the headteacher 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 an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), that 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, in a different setting 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 student needs in order to identify the person they should report to on the first day

If the headteacher does 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 the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/student without delay, and provide a reason for the cancellation.

Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion which would result in the 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 student missing a public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The headteacher 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 student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the student's social worker and/or virtual school head (VSH)

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

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

- They have decided to suspend or permanently exclude the 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 student's ability to sit a public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- The parents (or the student if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents (or the student if they are 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The student will be allowed back in 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.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set for the student, where reasonable adjustments can facilitate this.

If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the student, where reasonable adjustments can facilitate this.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to Discipline Committee of the governing board consisting of at least 3 governors.

The Discipline Committee has a duty to consider parents'/the student's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for students in their final year of compulsory education (Year 11) who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion and off-site direction to alternative provision.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students, and why this is taking place
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site

4.3 The local authority (LA)

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 the exclusion.

For students who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a student

The Discipline Committee of the governing board will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Discipline Committee must consider any representations made by parents/the student (if they are 18 or older). However, it is not required to arrange a meeting with parents/the student and it cannot direct the headteacher to reinstate the student.

Where the student has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/student make representations to the board, the Discipline Committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents/student do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam the Discipline Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-

chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents, or the student if they are 18 or older (and, where requested, a representative or friend)
- The student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The student's social worker, if they have one
- The VSH, if the student is looked after
- A representative of the local authority

The meeting can be held remotely at the request of parents, or students if they are 18 or older. See section 9 for more details on remote access to meetings.

The Discipline Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Discipline Committee can either:

- **Decline to reinstate the student,** or
- **Direct the reinstatement of the student immediately, or on a particular date** (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the Discipline Committee 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 student and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

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

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

- The parents, or the student if they are 18 or older
- The headteacher
- The student's social worker, if they have one
- The VSH, if the student is looked after
- The local authority
- The student's home authority, if it differs from the school's

Where an exclusion is permanent and the Discipline Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion

- Notice of parents'/the student's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That parents have a right to require the LA to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. An independent review

If parents/the student (if they are 18 or older) apply for an independent review within the legal time frame, the LA must arrange for an independent panel (IRP) to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents/student by the Discipline Committee its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/students. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA or the governing board, of the excluding school (unless they are employed as a headteacher at another school)

- Have, or at any time have had, any connection with the LA school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the school.

Taking into account the student's age and understanding, the student or their parents will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the student's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the student's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- **Uphold the governing board's decision**
- **Recommend that the governing board reconsiders reinstatement**
- **Quash the governing board's decision and direct that they reconsider reinstatement** (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the governing board to place on the student's educational record

7. School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents/student (if they are 18 or older) were notified of the Discipline Committee decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/student have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 days, the governing board will wait until that review has concluded before removing a student's name from the register.

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The student's full name
- The full name and address of any parent with whom the student normally resides
- At least 1 telephone number at which any parent with whom the student normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents have told the school the student is moving to another school
- Details of the student's new address, including the new address, the name of the parent(s) the student is going to live there with, and the date when the student is going to start living there, if the parents have informed the school that the student is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the student's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the student:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact in school with a designated pastoral professional
- Regular reviews with parents and students to praise progress being made and to raise and address any concerns at an early stage.
- Informing the parents, students and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the parent and student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

9. Remote access to meetings

Parents, or students if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/student don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. Safeguarding

Schools have a statutory duty to make safeguarding arrangements and promoting the welfare of their students.

The majority of children who have a social worker have one due to safeguarding risks at home or in the community. For students with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and to realise their potential. When these children are not in school they miss the protection and opportunities it can provide and may be more vulnerable to harm.

However, headteachers should balance this important reality with the need to ensure calm and safe environments for all students and staff, so should take both of these aspects into account.

Where a student has a social worker e.g. because they are subject to a CIN plan or a CP plan, and they are at risk of suspension or permanent exclusion, the Headteacher should inform the social worker, the Designated Safeguarding Lead and the student's parents to involve them as early as possible in relevant conversations.

Where a looked after child (LAC) is likely to be subject to suspension, the Designated Teacher should contact the local authority's VSH as soon as possible.

At Woodlands we will take the following measures to safeguard students during a period(s) of suspension:

- Maintaining regular/daily contact with a designated person from school.
- Ensuring provision of relevant curriculum activities during the period of suspension, where appropriate.

11. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions

The data will be analysed every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the Headteacher every year.

12. Links with other policies

This policy is linked to our

- Behaviour policy
- SEND Policy and information report

Appendix A

Incidents and behaviours that may lead to suspension or permanent exclusion:

The table below is a set of the descriptors of reasons for suspensions.

This is to be used as a guide.

It is not intended to be used as a tick list for suspensions.

This list was sourced from Luton's 'Notification of suspension' form 2022

Codes	Student suspension reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or student) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other students or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against student	includes Fighting violent behaviour wounding/obstruction & jostling
PA	Physical assault against adult Physical assault against adult	includes Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse/threatening behaviour against student	includes Threatening violence Aggressive behaviour Swearing Homophobic abuse & harassment Verbal intimidation Carrying an offensive weapon
VA	Verbal abuse/threatening behaviour against adult	includes Threatening violence

		Aggressive behaviour Swearing Homophobic abuse & harassment Verbal intimidation Carrying an offensive weapon
BU	Bullying	Includes: Verbal Physical, Homophobic bullying, Racist bullying
RA	Racist abuse	includes Racist taunting & harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	includes Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	includes Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to school or personal property belonging to any member of the school community	Vandalism; arson; graffiti
DH	Theft	includes Stealing school property Stealing personal property (student or adult) Stealing from local shops on a school outing Selling & dealing in stolen property
DB	Persistent disruptive behaviour	Includes: Challenging behaviour, Disobedience Persistent violation of school rules

Appendix B

Behaviour Escalation Flowchart – Student record

Name of Student:

DOB:

Start date:

	Stages of Behavioural Escalation Protocol	Chronology																																								
1	Behaviours recorded on CPOMS Low level behaviours – B2s High level behaviours (B3 and B4) Parents informed of daily behaviours via Home/School communication – email or a phone call home	Types of behaviours: CPOMS data <table border="1"> <tr> <td>Year</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>B2s</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>B3s</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>B4s</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>De-escalation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	Year								B2s								B3s								B4s								De-escalation							
Year																																										
B2s																																										
B3s																																										
B4s																																										
De-escalation																																										
2	Behaviour Risk Assessment (B1) put in place and shared with parents. Updated as necessary. Where Team Teach interventions or RPIs included – shared with parents and signed.	Date of first B1: Date of update: Date of update: Date of update: Date of update:																																								
3	Discussion with Department Leader. SWOT arranged to discuss internal arrangements e.g. changes to environment, grouping, support level, timetable, etc.	SWOT date: Actions: SWOT follow up: SWOT date: Actions: SWOT follow up:																																								
4	Parents informed and kept up to date with regular meetings.	Dates of meetings:																																								
5	Internal input considered e.g. Art or Music Therapy, School councillors, SaLT/Sensory Integration input.	Date referral made: Service referred to: Date of input:																																								
6	Referrals made to other agencies e.g. CAMHs, Educational Psychologist, ASD Team, MASH. Children with Disabilities Team informed.	Date referral made: Service referred to: Input started:																																								
7	School to consider placement in The Loft and The Base. (If space allows)	Date(s) considered:																																								
8	Hold an interim EHCP to ensure support is included and funding adjusted appropriately.	VAW incidents and any resulting staff absence Date: Incident: Staff absence from injury: Suspensions: Date of Interim Annual Review: Actions:																																								
9	Reduced timetable to be considered - in consultation with parents and SENAT.	Date part time timetable initiated: Review date and outcome: Review date and outcome: Review date and outcome:																																								

	This will be reviewed half termly. Social Care informed.	
10	If there is no reduction in high level behaviour then alternative provision will be discussed with parents and SENAT.	
11	Permanent Exclusion	

If at any time behaviours are dangerous and cause injury to self, others or the environment and it becomes unsafe, a suspension or exclusion may be issued. VAW forms to be completed when required.

***Before agreeing to suspend a vulnerable child or a child subject to a child protection plan, a multi-agency Risk Assessment must be carried out.**

Appendix C

Suspension/ Exclusion Information responsibilities

Student's name & class	
Reason for suspension	
Duration of suspension	
Date suspension issued	
Date student returning to school	
Date / time of reintegration meeting	

		Action	Update
Headteacher	Parents and Student	Reason and duration of suspension/ if it is a permanent exclusion. Inform parents verbally and by letter. Confirm arrangements for the reintegration meeting - date and time	
	Office team	Duration and reason for suspension – to be added to SIMs	
	Governors	If there is a permanent exclusion or a suspension over 5 days	
Deputy Head/ Family worker	Transport	That the child will not require until the specified return date.	
Assistant Head (SENCo)	SENAT	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	
Deputy Head or Assistant Head (Pastoral)	Department Leader/ Teacher	Ensure all CPOMS entries are added. All those involved Set work for the period of suspension or first 5 days of an exclusion and communicate this with the family. - Teacher Ensure all paperwork and reports are up to date – Incident report, First Aid forms and VAW, if required. - Dept Leader Review B1 and arrangements in school. Teacher with team and Dept leader/SLT if required Prepare information for and participate in the Reintegration Meeting - Teacher and Dept Leader /SLT to prepare. Dept Leader or SLT to lead. Teacher to participate	

		Ensure key points from the Reintegration meeting are added to CPOMS - Dept Leader/SLT lead (notetaker) Follow up reintegration meeting with a written communication to parents outlining actions taken Dept Leader/SLT	
Assistant Head (Pastoral and Safeguarding)/ family workers	Family worker	Safeguarding check in arrangements to be clarified.	
	Social Worker	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	
Designated teacher for Looked After Children (LAC)	Virtual School Head (LAC students)	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	