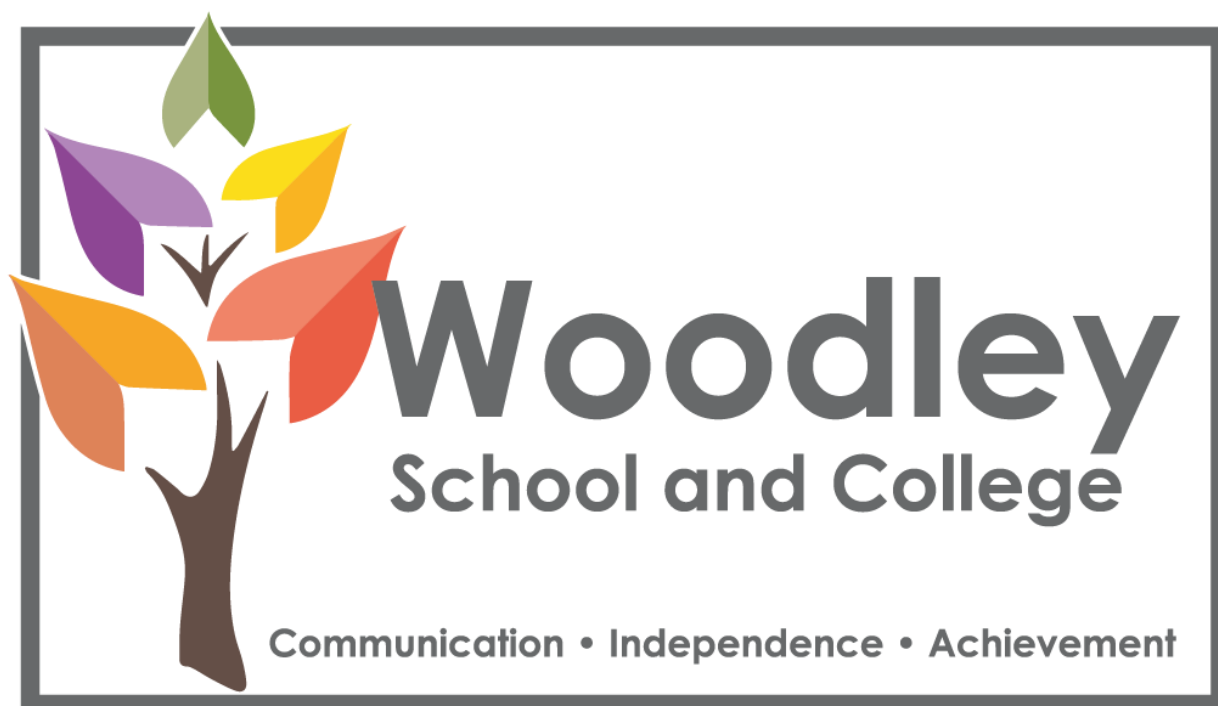


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Policy Owner	
Policy Category	Statutory/Non Statutory
Statutory website publication	
Approved by	
Date approved	
Next review	

Exclusion Policy

“Committed to improving the quality of life for everyone in our school community.”



<u>Date</u>	<u>Review Date</u>	<u>Coordinator</u>	<u>Nominated Governor</u>
February 2026	February 2027	Leah Pejica	Tim Francis

Exclusion Policy – Woodley School and College (2026)

Introduction

“Committed to improving the quality of life for everyone in our school community.”

Woodley School and College is committed to providing a supportive and inclusive environment for all pupils. As an autism-specialist setting, we prioritise Positive Behaviour Support (PBS) and early intervention. However, in rare cases, suspensions or permanent exclusions may be necessary to maintain safety and ensure the wellbeing of the whole school community. This policy outlines the statutory responsibilities and processes related to suspensions and exclusions, in line with the most recent Department for Education (DfE) guidance.

Purpose of the Policy

The purpose of this policy is to ensure that any suspension or exclusion is applied fairly, lawfully and only when absolutely necessary. It aims to protect the rights of pupils, support families through each stage of the process and make certain that the school meets its statutory duties. This policy also clarifies the expectations placed on the Headteacher, Governing Body and Local Authority in accordance with DfE requirements.

Legal Framework

This policy follows the DfE guidance on suspensions and permanent exclusions, which sets out the legal duties of schools and local authorities. These duties include ensuring decisions are reasonable, proportionate and evidence-based. The school must also consider the individual circumstances of each pupil, including any special educational needs or disabilities, before deciding whether a suspension or exclusion is appropriate.

Definitions

A suspension is the temporary removal of a pupil from school for disciplinary reasons. Suspensions may be issued for a fixed number of days and may occur more than once, provided they do not exceed 45 school days in a single academic year. A permanent exclusion is the complete and final removal of a pupil from the school. It is only used in response to serious or repeated breaches of the Behaviour Policy and when remaining in school would seriously harm the education or welfare of the pupil or others.

Grounds for Suspension or Exclusion

Suspension or exclusion may be considered when a pupil has engaged in behaviour that constitutes a serious breach of the school's Behaviour Policy (appendix A) or poses a significant risk to the safety or welfare of others. In making such decisions, the Headteacher must consider the evidence available, the pupil's needs and whether reasonable adjustments have been made. Exclusion is always a last resort, used only after all appropriate interventions and strategies have been exhausted unless an incident is so serious that immediate action is necessary.

Preventative Measures

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The school is committed to avoiding suspensions and exclusions wherever possible. Staff work proactively to understand the underlying causes of behaviour and implement supportive strategies. These may include environmental adjustments, targeted interventions, PBS support, therapy involvement and the use of behaviour support plans (BSPs). Alternative approaches, such as early reviews or temporary off-site provision, may also be explored when appropriate and with the agreement of all parties.

The Headteacher's Responsibilities

When considering a suspension or exclusion, the Headteacher must base the decision on a thorough investigation. Parents must be informed of the decision without delay and provided with clear reasons, alongside information about their rights to make representations. The Headteacher must also notify the Governing Body and Local Authority in line with statutory procedures. All decisions must reflect equality legislation and take into account the pupil's additional needs.

Governing Body Responsibilities

The Governing Body has a duty to review suspensions and exclusions within the required timeframes. It must consider any representations made by parents and determine whether the Headteacher's decision was lawful, reasonable and procedurally fair. Where appropriate, the Governing Body will decide whether to uphold or reinstate a pupil. It must also ensure that alternative provision is arranged from the sixth day of a permanent exclusion.

Independent Review Panels

Parents have the right to request an Independent Review Panel (IRP) if their child is permanently excluded. This request must be made within the timeframe specified in statutory guidance. The IRP considers whether the Governing Body's decision was fair and may recommend reconsideration or quash the decision. A Special Educational Needs (SEN) expert must be made available to families during this process, ensuring decisions take full account of the child's specific needs.

Education for Excluded Pupils

Following a permanent exclusion, the Local Authority has a responsibility to ensure that the pupil receives suitable full-time education from the sixth school day. For pupils who are suspended, schools must take reasonable steps to provide appropriate work and ensure continuity of learning. The school remains committed to supporting transitions to new educational settings when necessary.

Reintegration After Suspension

When a pupil returns from a suspension, the school works closely with them, their family and external agencies where necessary to ensure a smooth and supportive reintegration. This may involve a reintegration meeting, adjustments to the Behaviour Support Plan and additional interventions and/or therapy support to help the pupil

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succeed. Reintegration is approached positively and with a focus on restoring relationships and promoting future success.

Use of Data

The school records all behaviour incidents, suspensions and exclusions using Arbor. This allows staff to monitor patterns, identify emerging needs and evaluate the effectiveness of interventions. Data is reviewed regularly to inform decision-making and ensure equitable outcomes.

Training

Staff involved in behaviour support and exclusion processes receive training in PBS, equality and inclusion, safeguarding and statutory exclusion guidance. Ongoing professional development ensures that staff are confident and competent in applying this policy.

Monitoring and Review

This policy is reviewed annually by the Assistant Head teacher for Behaviour, Headteacher and Governing Body. Any updates to statutory guidance or school procedures will be incorporated into the policy to ensure it remains accurate and effective.

Appendices

Appendix A – Linked Policies

- Behaviour Policy

References and Guidance

Department for Education (DfE). *School suspensions and permanent exclusions: statutory guidance* (updated 19 August 2024).

Department for Education (DfE). *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England: statutory guidance* (August 2024).