



Woodchester Endowed Church of England (Aided) Primary School

‘Love, Learn and Flourish Together’

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Suspension and Exclusion Policy

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Written by:

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1.0	26/05/25	2025 Policy created following advice from GCC inclusions team.

Contents

Our Vision and Rationale	3
Aims of this policy	3
What is suspension?	3
What is permanent exclusion?	4
Cancelling permanent exclusions	4
Reasons for suspension or permanent exclusions	4
Vulnerable children, including those with SEND, Social Care involvement, LAC or Post LAC	5
Process of suspension	5
Reintegration	5
Permanent exclusion	5
The Headteacher's role	6
Governing Board duties	6
Related legislation:	6

Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

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Our Vision and Rationale

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to **'Love, Learn and Flourish Together'** so that we may become everything God has created us to be.

'Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

As a Church of England school, our Christian vision is central to all we do. Our school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be. Our Christian vision is rooted in Paul's letter to the people of Corinth and in our desire to nurture the whole community, flourishing both now and in the future.

Paul reminds them that they should live good lives and that their community will be stronger and make a bigger difference if everyone works together to make the most of their individual talents and skills. Our school vision recognises that we are unique individuals, loved by God, and we aim to develop all children and adults to their full potential through a wide variety of opportunities and experiences.

As an inclusive school where we wish for everyone to flourish, we seek to create an environment where positive behaviour is at the heart of all that we do, whether in the classroom or outside. We firmly believe that everyone can maintain high standards of personal conduct, accept responsibility for behaviour choices and encourage others to do the same. Where things are not quite as they should be, we prefer to foster a culture of forgiveness and seek reconciliation using restorative justice. Throughout our community we link behaviour to our ethos of 'love, learn and flourish together'.

Aims of this policy

The aim of this policy is to clearly explain the process of suspension and permanent exclusion with clear guidance for children, staff and parents. This policy should be read in conjunction with the school behaviour policy.

What is suspension?

A suspension, where a child is temporarily removed from the school, is an essential behaviour management tool set out within our behaviour policy. A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in an academic year. 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 our behaviour policy and shows a child and their family that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a child, we will consider if suspension alone is an effective sanction and whether additional strategies need to be put in place to address behaviour.

School will set work for the child, for the first five days of a suspension. Suspensions can be for part of a school day such as lunchtimes or for a proportion of the day e.g. the afternoon following on from an incident. Suspensions cannot be extended or converted into a permanent exclusion once parents have been informed in writing, but in some circumstances, a further suspension or permanent exclusion may be issued to begin immediately after the first suspension.

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What is permanent exclusion?

A permanent exclusion is where a child is no longer allowed to attend our school (unless reinstated). The decision to permanently exclude a child is only taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of themselves, other children or staff.

When a child is permanently excluded, school will take reasonable steps to ensure there is work set for the first five school days, where the child is not attending alternative provision.

Cancelling permanent exclusions

The Head can cancel any exclusion that has already begun or has not yet begun, but only if the Governing Board has not yet met to consider whether the child should be reinstated.

If an exclusion is cancelled, the head will notify the parents in writing, Governing Board and LA (social worker if applicable) giving the reason for the cancellation.

It is the Governing Board's duty to consider reinstatement ceases and no meeting is needed. The child can return to school as soon as the cancellation is made and any days out of school up to the point of cancellation count towards the 45 school day limit.

A permanent exclusion cannot be cancelled if a child has already been excluded for more than 45 school days in a school year or if they have done so by the time the cancellation takes effect.

Reasons for suspension or permanent exclusions

The following list is illustrative and not limited to:

- Physical assault against a child or adult
- Verbal abuse or threatening behaviour against a child or adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Abuse against sexual orientation/gender reassignment/race/disability/religion
- Sexual misconduct
- Serious damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- A serious breach or persistent breaches of the school's behaviour policy (Permanent)
- Where allowing the child to remain in school would seriously harm the education or welfare of themselves, other children or staff. (Permanent)

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Vulnerable children, including those with SEND, Social Care involvement, LAC or Post LAC

Reasonable adjustments, and involvement with external agencies where appropriate, are made for children with additional needs, ACEs or other vulnerabilities.

For children with an EHCP, consideration of an alternative provision may necessary and contact with GCC is made to seek an early annual review.

For children who are subject to a Child In Need or Child Protection plan, the social worker will be informed as early as possible. When a looked after child is subject to suspension or permanent exclusion school will contact GCC Virtual School as soon as possible. Contact with the Virtual School can also be used for those children who are Post Looked After. Children with a Personalised Education Plan (PEP) should have their behaviour reviewed as part of the plan.

Parents will be invited to a meeting after an incident and before the decision to suspend or permanently exclude is made.

Process of suspension

The incident/repeated incidents are investigated by staff, including the Head or SENCO. The Head or SENCO will refer to this suspension and exclusion policy, the latest advice and guidance from both GCC and the DfE, as well as comparisons to previous similar incidents.

All staff involved/witnessed the incident are spoken to and facts ascertained. All children involved are spoken to, supported by staff to hear their voice and gain an understanding of a situation. Notes will be taken and stored on the network for future reference if required.

As part of the school's investigation, mitigating circumstances, My Plans/EHCPs, vulnerabilities and other important factors will be considered to understand whether the incident has a underlying reason or suspension would have an adverse impact on the child.

Following an investigation, the decision to suspend will be made by the Headteacher. Parents will be notified via phone that their child is being suspended and the reason for the suspension. The child will be removed from the classroom environment and appropriately supervised until parents are able to collect their child and accompanying school work.

The school will then notify the Chair of the Governing Body, GCC inclusions and the parents using a formal email template provided by GCC.

Reintegration

Parents are invited to reintegration meetings with the Headteacher which take place on the morning when the child returns to school. Children are very welcome to these meetings, but some parents may choose for the child not to attend.

School will ensure that the child knows that they are very welcome back in school, that we are all ready for a fresh start and to remind them of our expectations. Discussions about additional support or strategies to help the child will also take place. This meeting will be minuted using the school reintegration template (**Appendix A**).

Permanent exclusion

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As part of the school's investigation, mitigating circumstances, My Plans/EHCPs, vulnerabilities and other important factors will be considered to understand whether the incident has a underlying reason. Following an investigation, the decision to permanently exclude will be made by the Headteacher.

Parents will be contacted via phone and invited to a meeting to explain the exclusion. The school will then inform the Chair of the Governing Board, GCC and the parents in writing, of the suspension/permanent exclusion using the GCC templates.

The Headteacher's role

Only the Headteacher can suspend or permanently exclude a child on disciplinary grounds. A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in an academic year, or permanently excluded.

The decision to suspend or permanently exclude must be made in line with principles of administrative law i.e. that it is lawful, reasonable, fair and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion, the Headteacher will 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'.

The Headteacher must consider the school's legal duty of care when sending a child home following a suspension or permanent exclusion.

A child's behaviour outside of school can be considered grounds for a suspension or permanent exclusion.

The Headteacher will take into account the child's views, considering their age and understanding before making a decision, unless it is not appropriate to do so.

Where necessary, the child is given support to express their views including through the use of school staff, parents or social workers. The Headteacher will also take into account contributing factors using paragraph 45 of Behaviour in Schools guidance (<https://www.gov.uk/government/publications/behaviour-in-schools--2>).

Governing Board duties

Following a suspension or permanent exclusion, the Governing Board must fulfil their duties as explained in the Suspension and Permanent Exclusion Guidance from maintained schools August 2024 Section 6.

(https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf).

Related legislation:

- Education Act 2002 as amended by the Education Act 2011
- School Discipline (Pupil Exclusions and Reviews England) Regulation 2012
- Education and Inspections Act 2006
- Education Act 1996

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- Education (Provision of full time education for excluded pupils England) Regulations 2007, as amended by the Education (Provision of full time education for excluded pupils England) Amendment Regulations 2014.
- Equality Act 2010
- Children and Family Act 2014

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