Compass Eko

Trust

Suspension and Exclusion Policy

Monitoring, evaluation and review

The Directors of Schools will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Core Executive Team on a yearly cycle.

Adherence to the policy will be monitored by the Local School's Committee.

Policy adopted:	Autumn 2026
Aligned for **[if requires adaption at school level]**:	School Name
Other related policies:	Behaviour and Relationships SEND Equalities Safeguarding
Next Review:	Autumn 2027

Contents

Monitoring, evaluation and review 2
Rationale 3
Aims 3
Legislation and Statutory Guidance 4
Off Rolling 4
Definitions....5
The Decision to Suspend or Exclude 6
Roles and Responsibilities - Headteacher 6
Roles and Responsibilities – Governors and Trustees....8
The Local Authority 9
Safeguarding 9
Informing Parents/Carers....10
Informing the Local School Committee 11
Informing the Local Authority 11
Informing Social Workers 12
Providing Education 12
School Registers 13
Making a Return to the LA 13
Reintegration....14
Monitoring Arrangements....15

Rationale

The Compass Eko Trust is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

As a trust we aim to:

- include, not suspend or exclude
- view all behaviour as a means of communication
- approach all challenging behaviour in a supportive and positive way
- recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding.
- Understand that all children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child

- recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

No suspension or exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation and appropriate challenge taking into consideration the intended outcome of the action.

Any suspension or exclusion will be at the discretion of the Headteacher, usually in consultation with other members of the senior leadership team and the Executive Leader (particularly if they were involved in investigating the incident).

Aims

This policy aims to ensure that at all Compass Eko schools:

- The exclusions and suspension process is applied fairly and consistently;
- The exclusions and suspension process is understood by governors, staff, parents and pupils;
- Pupils in school are safe and happy; and remain in education
- Prevent pupils from becoming NEET (not in education, employment or training)

Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
It is based on the following legislation, which outlines schools' powers to suspend and permanently exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil 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 pupils
- Section 579 of the Education Act 1996, which defines 'school day'

The 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 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

- The Equality Act 2010
- Children and Families Act 2014
- The Inspection information for state-funded schools, which defines 'off-rolling'

This policy complies with our funding agreement and articles of association

Off Rolling

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

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a pupil to alternative provision (AP) where this is not in their best interests, or
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a pupil on a part-time timetable for behavioural reasons
- Remove a pupil from the school roll without following due process

Accordingly, we will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, 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 permanently excluded on the above grounds, this will also be considered as 'off-rolling'.

Definitions

For the purposes of exclusions and suspensions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Internal Suspension – When a pupil is removed from their class for a fixed period of time, the school would provide appropriate work and supervision with the most appropriate adult.

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

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register.

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

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

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.

The Decision to Suspend or Exclude

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of our Relationships Policy which is in place at our schools, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events; and
- Consider if the pupil has special educational needs (SEN) or other vulnerabilities

Roles and Responsibilities - Headteacher

Deciding whether to suspend or exclude

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil 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 or exclude a pupil will be taken only:

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

Before deciding whether to suspend or exclude a pupil, 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 pupil to give their version of events;
- Consider whether the pupil has special educational needs (SEN);
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)); and previously LAC;
- Consider whether all alternative solutions have been explored, such as off-site direction or a managed move (in the case of a potential exclusion).

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils 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. The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

When considering off-site direction, the school complies with the Education Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Off Site Direction or Managed Move

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan ,the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the pupil's SEN or disability.

Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

The decision to permanently exclude will only be made in consultation with the executive headteacher or CEO.

In the case of all permanent exclusions, the Headteacher will, without delay report to their local authority.

Roles and Responsibilities – Governors and Trustees

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the local school committee, which, as per the Trust's articles of association, is a committee of the Trust Board.

The local school committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

In carrying out this duty, the local school committee convenes, as and when necessary, a panel of at least 3 governors from across the trust.

Monitoring and analysing suspensions and exclusions data

The local school committee will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves. This data is reported to the local school committee. The Trust Board receives summary information

The governors will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- 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 this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or permanently excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

Governors will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data related to suspensions and exclusions

The Local Authority

For *permanent exclusions*, the **LA** will arrange suitable full-time education to begin no later than the sixth school day after the first day the exclusion took place. Additional points to consider are available on p. 32 of the DfE's September 2022 guidance.

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

For a *suspension* of more than 5 school days, the local **school committee** (represented by the panel) must arrange suitable full time education for any pupil of

compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

Safeguarding

A suspension or exclusion will not be enforced if doing so may put the safety of the pupil at risk.

In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension or exclusion, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Care and/or the Police to safely take the pupil off site.

Informing Parents/Carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil'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 pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/pupil 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'/carers'/pupil's right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the local school committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers 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 the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers 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/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision

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'/carers' consent.

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

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

Informing the Local School Committee

The headteacher will, without delay, notify the Local School committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil

- Any suspension or permanent exclusion that would result in the pupil 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 that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the Local Authority

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

Informing Social Workers

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

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, sharing the same details as set out above.

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion.

Providing Education

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil 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 pupil, including the use of online pathways.

School Registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the panel of governors decision to not reinstate the pupil and no application has been made for an independent review panel; or
- The parents 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 school days, the Local School Committee will **wait** until that review has concluded before removing a pupil's name from the register.

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

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

Making a Return to the LA

Making a return to the LA

Where a pupil'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 pupil's full name;
- The full name and address of any parent with whom the pupil normally resides;
- At least 1 telephone number at which any parent with whom the pupil 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 pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school; and
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil 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 pupil's name.

Reintegration

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

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs or it is felt external mediation would benefit the relationship between school and home.

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact in school with a designated member of staff;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support; and
- Any other interventions

The points below are suggestions only and should be adapted to your school's specific circumstances;

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 pupil, parents, and other relevant parties.

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

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

During this meeting behaviour plans and risk assessments will be reviewed or developed. There will be a particular focus on how to repair organisational relationships with the pupils alongside identifying potential future behaviours and how they could be managed to avoid further suspensions

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom. The meeting **can** proceed without the parents in the event that they cannot or do not attend.

In certain situations, it may be appropriate to consider the need for mediation to support effective dialogue between home and school.

Monitoring Arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions;
- Use of pupil referral units, off-site directions and managed moves

The data will be analysed and fed back to local governors and to the Trust Board, in line with the Trust's reporting procedures.

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 pupils are identified by this analysis, the school will review its policies in order to tackle it.

The Trust will work with its schools to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any school may be too low to allow for meaningful statistical analysis.