Exclusion Policy

Reviewed on	2026/27, Term 1	Review frequency	Annual
Next review due	2027/28, Term 1	Template Yes / No	Yes
Owner	Dir of Ed, Secondary	Approved by	Board of Trustees

History of Policy Changes

Date	Page	Change	Origin of Change
Sep 26	8 - 9	Section 9: have added new requirements for directing education-off site and a definition and remit of a safeguarding separation.	Annual review to reflect changes to DfE suspension guidance, July 2026
	9	Section 9: added clarity around managed moves.	
	9	Section 10: added reference to safeguarding separation	
	12	Section 14: added why a request for a remote meeting for a GDC or IRP may be refused.	
Sep 25	All	References to Governing Body changed to Local Governing Committee (LGC).	Annual Review (inc adoption of some elements of Browne Jacobson template)
	All	References to Headteacher changed to School Leader.	
	All	References to Clerk changed to Governance Professional.	
	4	Section 7: has been condensed; removed detail around what is included in a suspension letter and what happens if alternative provision is arranged.	
	7	Section 10: this text was in previous version but wasn't a distinct section.	
	7	Section 12: has been placed higher up in the policy as it is more logical to be after the detail around suspension and off-site decisions.	
	9	Section 14: removed the detail around who can sit on an IRP but made reference to statutory exclusions guidance Part 10 where this is detailed.	
	9	Section 15: added to policy.	

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1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

[Name of school] is committed to inclusion. We strive to challenge and support every pupil, nurturing individual talent. Where the school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff are protected from disruption and can learn in safe, calm and supportive environments.

The purpose of this policy is to ensure that there are systematic and consistent procedures and expectations regarding the exclusion of any pupil from our school.

This policy should be read in conjunction with:

- Teaching and Learning policy which outlines how we challenge our pupils to achieve
- Behaviour policy which explains how we help our pupils make the correct choices

- Special Educational Needs and Inclusion policy which states HET's responsibilities and procedures in supporting any pupils who have been identified as having additional learning needs.

HET schools aim to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training).

2. Scope

This policy applies to all members of the school community. The school will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3. Legislation and statutory guidance

The school will always have regard to the statutory guidance from the Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026) when making decisions on suspensions and exclusions, and will follow the law set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).

The school will also consult and follow their Local Authority guidance on exclusions.

4. Types of Exclusion

Suspensions and permanent exclusion are different:

Suspension

Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. Pupils can be suspended for the lunchtime period only and a lunchtime suspension is treated as equivalent to a half a school day. A pupil may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.

Permanent exclusion

Permanent exclusions are where, subject to a review of the School Leader's decision by a Governors Discipline Committee (GDC), the pupil is prevented from attending the school again and is removed from the school roll. A decision to

permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in the school.

5. Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school / HET community are set out in detail below.

The School Leader

All decisions to suspend or permanently exclude a pupil will be taken by the School Leader after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's Behaviour Policy. If the School Leader is off school site at the time of a serious incident where exclusion may be a proportionate sanction, as good practice, an attempt should be made by the senior member of staff with delegated responsibility to speak to the School Leader and consult before a decision to exclude is made. The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded. The decision must be lawful, rational, reasonable, fair and proportionate. A decision must have regard to duties under the Equality Act 2010.

The School Leader will immediately notify parents, the Local Authority, HET and the Local Governing Committee (LGC) (when required) of a permanent exclusion, a suspension of any length and a suspension which would result in the pupil missing a public examination. If the child is Looked After, the Virtual School Headteacher must also be informed or a suspension or permanent exclusion without delay. If a child has a Social Worker, they must also be informed without delay.

Exclusion notifications to HET should be sent to the Education Access Officer, Claire Shaw
claire.shaw@hamwic.org

For the first five days of a suspension, the school will set work appropriate to the pupil's age and ability. This work should allow the child to keep up with their peers and should be marked. Work can be given through online/remote learning sites. Where a pupil is given a suspension of six days, the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of suspension. The school will set work as described above for the initial five days following a permanent exclusion.

For secondary schools only:

Education provision does not have to be arranged for pupils permanently excluded in the final year of compulsory education who do not have any further public examinations to sit.

The Governors

Responsibilities regarding exclusions are delegated by the Local Governance Committee (LGC) to a Governors Discipline Committee (GDC) which should comprise a minimum of three Governors. HET has permitted the LGC to use Governors from other HET school LGCs if required to form a panel of 3 governors. In this scenario, there should be a minimum of one Governor from the LGC of the school required to review the exclusion who sits on the panel.

The GDC has a duty to consider the reinstatement of an excluded pupil (see section 11 and 13).

The Local Authority

For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day following the date the exclusion was issued. For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the School Leader will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

Parents

Parents will be informed without delay of any exclusion, and there is an ability to make representations with regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the School Leader. Parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may receive a fixed penalty notice or prosecuted if they fail to do this.

Pupils

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

6. Cancelling a suspension or exclusion

The School Leader can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the GDC has not yet met to consider whether the pupil should be reinstated.

Where a suspension or permanent exclusion is cancelled, the relevant parties will be informed by the School Leader in accordance with the statutory guidance on suspensions and exclusions (paragraph 13).

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum number of 45 days permitted in any school year.

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

7. Investigation following a serious behaviour incident: CCTV, witness evidence and pupil views

Written details of the incident will be collected from those involved and an attempt will be made to take statements from pupils and staff that were present.

The school uses Closed Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are captured on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format at any Governors review meeting.

Where witness evidence is relied upon, whether that be from a pupil or staff member, the statement(s) will be provided at any Governors review meeting. All statements will be signed and dated unless the School Leader has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals. Pupil names, except for the pupil suspended under review, will be redacted.

Before taking a decision to suspend or exclude and where appropriate, the School Leader will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The School Leader will also take account of any contributing factors identified after an incident or misbehaviour has occurred.

As a result of the investigation, it may be determined that an internal suspension on school site may be appropriate. Parents will be informed by phone call and letter to confirm arrangements for this. Pupils will be given school work to complete as well as time to reflect upon the behaviour and the choices that were made. [AMEND AS APPROPRIATE TO SCHOOL SETTING] An internal suspension is not recorded as a formal exclusion on the pupil's exclusion record on Bromcom whereas an external suspension or permanent exclusion is recorded on the pupil's exclusion record on Bromcom.

8. Suspensions before a permanent exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. If permanent exclusion is a possibility, it will be referred to in the letter to parents notifying them of the suspension. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light, or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

9. Directing off-site, safeguarding separations and managed moves

Before taking any decision to permanently exclude a pupil, the School Leader will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim is any direction is for it to be used as a short-term measure as part of the school's Behaviour Management Strategy to improve a pupil's behaviour, where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions will take place with parents to feed in their views about the options. The requirements in relation to any off-site direction will be followed and the placement will be kept under review. In accordance with Regulation 5 of The Education (Educational Provision for Improving Behaviour) Regulations 2010, off-site directions will be overseen and regularly reviewed by HET, as delegated by the Trust Board. A formal review meeting will be held at reasonable intervals to ensure they are lawful and appropriately recorded; used in the pupil's best interests and not used as an alternative to suspension or permanent exclusion where exclusion is the appropriate process.

Schools can direct a pupil off-site to separate pupils for safeguarding purposes. A school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. This is not an exclusion on disciplinary grounds. This will only occur when separating pupils is essential, and there isn't a practical way to allow one or more pupils involved to remain on school premises. This is a strictly protective measure and not a disciplinary sanction. The attendance code used will depend on where the pupil receives their education during the period of separation. If alternative education is provided, Code B, D or K will be used. If the pupil is temporarily absent while provision is being sought, Code C will be used.

A managed move is when a pupil is transferred to another school permanently. Managed moves cannot be used on a trial basis. For a managed move to take place, there needs to be agreement between the school, the parents and the new school

that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off site, but any managed move will need to comply with the new school's admissions procedures. The admission authority must apply its published oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list, where the school is operating one, unless the pupil meets the school's published oversubscription criteria more closely than those already on the list. A managed will share relevant information with the new school and check that they have an integration strategy. At the end of this off-site direction period, the relevant parties (including the parents) will review how it has gone before a decision is taken about whether it becomes a permanent managed move.

10. Reintegration meeting following suspension, off-site direction or separation for safeguarding purposes

Following return to school after a suspension, a period of off-site direction or separation for safeguarding purposes, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. If the school wishes, the Education Access Officer or another member of the Managed Service team will be available to also attend the re-integration meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- discuss additional support that could be put in place to support them;
- teach them how to meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.

School staff will will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.

Whilst reintegration meetings are highly encouraged by the school, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

The following measures may be implemented when a pupil returns from a suspension:

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

- *Daily contact with a designated pastoral professional in school;*
- *Use of a report card with personalised targets;*
- *Agreeing a behaviour contract;*
- *Planned pastoral interventions;*

- *Consideration of alternative provision;*
- *Consideration of a part-time timetable;*
- *Regular reviews with the pupil and parents to praise progress being made and raise and address concerns at an early stage;*
- *Informing the pupil, parents and staff of potential external support.*

All pupils should have the right to a full-time education. Any part-time timetable used to support integration must only be put in place in exceptional circumstances and follow the process below:

- Agreement from parents
- Agreement from the Local Authority where a pupil has an EHCP
- Agreement from a Social Worker where the pupil has a named Social Worker
- Agreement from the Virtual School Headteacher, where the pupil is Looked After
- A clear plan agreed on the 1st day following the exclusion showing how the time in school will increase
- At least fortnightly meetings to review progress against the reintegration plan with the pupil, parents and other appropriate agencies
- Any absence will be recorded as per Regulations 10 and 11 of the School Attendance (Pupil Registration) (England) Regulations 2024

11. Governor Discipline Committees (GDC)

A GDC will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of school days of exclusion to 15.5 days or in a term
- It would result in a pupil missing a public examination

If requested to do so by parents/carers, the GDC will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the GDC will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the GDC will consider the exclusion instead and decide whether or not to reinstate the pupil.
In advance of the meeting, the School Leader will prepare a school evidence pack as documentary evidence for the decision to exclude. This will also be sent to the local authority which may submit a written and/or verbal report to the committee offering advice and guidance based on the evidence provided.

The GDC can either:

- Uphold the decision to exclude the pupil, or

- Direct reinstatement of the pupil immediately, or on a particular date.

In reaching a decision, the GDC will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the School Leader followed their legal duties. They will decide whether or not a fact is true 'on the balance of probability', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes of the meeting will be taken by a fully trained Governance Professional, and a record of evidence considered kept. The Governance Professional will remain present to make a record of the GDC's decision making discussion, which will clearly state how decisions have been reached. The outcome of the GDC will also be recorded on the pupil's educational record.

The GDC will notify, in writing, the School Leader, parents and the Local Authority of its decision, along with reasons for its decision, without delay.

12. Independent Review Panels (IRP)

If parents apply for an IRP, HET will arrange for an independent panel to review the decision of the GDC not to reinstate a permanently excluded pupil. For Southampton, Portsmouth and Dorset schools, this will be accessed via the relevant Local Authority democratic services team. For BCP Council schools, HET will arrange the IRP.

Further details on the role and powers of IRPs can be found in part ten of the statutory guidance on exclusions and suspensions.

13. Reconsideration by the LGC

Where an IRP either recommends reconsideration or quashes the final decision of the GDC, the decision will be considered within 10 school days; this may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the GDC members and Governance Professional present.

14. Requests for remote access GDC or IRP meetings

Parents can request the GDC or IRP meeting is held via the use of remote access, provided certain conditions are met. These are:

- That all participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link;
- All participants will be able to put across their point of view or fulfil their function;
- The remote meeting can be held fairly and transparently.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently, or with full participation due to safeguarding reasons.

Meetings held via the use of remote access will not be the default option and face to face meetings will always be encouraged. If the LGC or arranging authority are not satisfied that a remote meeting can be held fairly and transparently, then they will consult with parents/carers to decide how a face-to-face meeting can be arranged.

If Social Workers or the Virtual School Headteacher are joining a meeting that, as a whole, is taking place in person, they will be allowed to join via the use of remote access should they wish to do so.

If there is an extraordinary event or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a GDC or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.

15. School Registers

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

- 15 school days have passed since the parents were notified of the GDC's decision to not reinstate the pupil and no application has been made for an IRP, or
- The parents have stated in writing that they will not be applying for an IRP.

Where an application for an IRP has been made, the LGC will wait until that review has concluded before removing a pupil's name from the register.

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.

16. Monitoring & Review

The Education Access Officer at the Trust, the HET Board of Trustees and the school's LGC review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate and the processes and support for pupils are appropriate. The school are responsible for liaising with the Local Authority to ensure suitable full-time education is in place for permanently excluded pupils. The Education Access Officer will support with this if required.

This policy will be reviewed annually by HET to ensure compliance with current statutory guidance. At every review, the policy will be shared with the schools within HET.

17. Link to other policies (in alphabetical order)

This exclusion policy is linked to the school:

- Behaviour policy
- SEN policy
- *List any other related policies that your school has here, if applicable.*

18. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with the School Leader in accordance with the school's Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the statutory guidance on suspension and permanent exclusion (2026) will be followed.