



SUSPENSIONS AND EXCLUSIONS POLICY

Policy adopted by the Governing Body of The Wordsley School	
Date adopted by the Governing Body	4th December 2025
Signed by the Chair of Governors	N Cooper

Aims and Principles

Rationale

Good discipline is essential to ensure that all pupils can benefit from the opportunities provided in school. The Governing Body acknowledges the school's overriding objective is to provide a safe environment for the whole school and recognises the need for suspensions and exclusions as a sanction. However, exclusions are taken as a last resort and happen in response to a serious and/or persistent breach of the school's Behaviour and Relationships Policy.

Aims

This policy aims to clarify the school's approach to using suspensions and permanent exclusions as a sanction. It should be read alongside the School Behaviour and Relationships Policy and will conform with the statutory guidance set forth by the Department for Education.

The Wordsley School will aim to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions policy is understood by all stakeholders
- The welfare and safety of all pupils and staff in school is protected

Promoting Positive Behaviour

There is clear guidance contained in the school's Behaviour and Relationships Policy that communicates how the school actively promotes positive behaviour. Comprehensive information regarding sanctions and how negative conduct is managed can also be found in the school's Behaviour and Relationships Policy.

The Decision to Exclude

Only the Headteacher, or acting headteacher, can exclude a pupil from school. The decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Behaviour and Relationships Policy
- If allowing the pupil to remain in school will cause serious harm to the education or welfare/safety of others

The decision to exclude, either for a Fixed Term (Suspension) or Permanently, will not be made until the incident has been investigated thoroughly and the pupil concerned has been given an opportunity to give a written statement. All evidence must be taken into consideration, including mitigating circumstances (including, but not limited to, provocation). Consideration must also be given to the impact of any special educational needs (SEND) on the pupil facing exclusion.

Please note, a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e. that it is: lawful (with

respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

If the decision is taken, on the 'balance of probabilities', to issue a suspension, the following will take place:

- Parents/Carers will be informed as soon as possible, ideally by telephone, to inform them of the decision that has been made and the reason why this sanction is necessary.
- Confirmation will also be given that further written communication will be sent home with the pupil and by post. This will contain details of work that will need to be completed during the suspension and sources of free and impartial advice relating to exclusions/suspensions. The reason for suspension will also be detailed in writing.
- The local authority will be notified of the suspension
- If a pupil has a social worker or is looked after, the Headteacher will notify the social worker or VSH as appropriate
- Arrangements will also be made for parents/carers to attend a re-admission meeting where the member of SLT/Head of Year who is leading the meeting will discuss in depth:
 1. The reason(s) for the suspension
 2. The academic record of the pupil as well as pastoral records (attendance, behaviour log...) to date
 3. Relevant support that may be required to minimise the risk of subsequent suspensions
 4. Multi Agency Meetings (Internal/External)
 5. Any additional meetings or support (Team around the Child, Triple P -Positive Parenting Program, Early Help)
 6. Any other relevant issues or support that might be required

Early Intervention

The Wordsley School is aware of how damaging and traumatic exclusion/suspension can be for children and their families. For pupils who show signs of being at risk of permanent exclusion, some/all of the following strategies will be considered/ employed to prevent permanent exclusion. Please note that this list is not exhaustive. There is also no requirement for every strategy to be attempted (pupils are treated on an individual basis and only strategies that are relevant or appropriate for this incident will be used):

- Referral to the Pastoral Team. This may result in a range of intervention strategies from a range of staff e.g. behaviour reports, daily check-ins with a member of the Pastoral Team, intervention programmes to support with anger management etc.
- Curriculum adjustment
- Timetable and class review
- Re-allocation of tutor group/House
- Encouragement of involvement in positive activities (particularly extracurricular) within school
- Offer of counselling service
- An offsite direction to another school
- Referral to a relevant external agency
- Support from the Special Educational Needs (SEND) Department and appropriate referral to an external agency - Learning Support Services (LSS), Educational Psychology Service etc.
- Support plans related to either SEND or Pastoral issues
- Convening a Child in Need Meeting/Child Protection (CP) meeting

- Referrals to appropriate agencies e.g. Social Services, NHS (including School Nurse), Multi Agency Referral Forms (MARF) or Dudley Front Door
- Supporting parents who are seeking a referral to CAMHS
- School seeks guidance from Pupil Access/Inclusion Team (including initiating Inclusive Pathways).
- In the case of a child with an Educational Health Care Plan (EHCP), an emergency review of the pupil's EHCP may be called.
- Placement at an Alternative Provision

Permanent Exclusion

Permanent Exclusion will only be used as a last resort in response to serious or persistent breeches of the school's Behaviour and Relationships Policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher (or acting Headteacher) determines that this is an appropriate sanction, parents/carers will be contacted by telephone, without delay, to inform them of:

- The decision
- The reason(s) that this sanction has been deemed necessary
- Confirmation will also be given that further written communication will be sent home with the pupil and by post. This will contain details of work that will need to be completed during the exclusion and sources of free and impartial advice relating to exclusions
- If a pupil has a social worker or is looked after, the Headteacher will notify the social worker or VSH as appropriate
- That arrangements will be made for the Governing Body to consider the Permanent Exclusion and that parents/carers will be communicated with in due course
- Any other information that is required to be communicated as part of the statutory guidance

All decisions to suspend or exclude a pupil will be in accordance with the School Discipline (Pupil Exclusions and Reviews – England) Regulations 2012 and with regards to relevant parts of this policy.

Guidance and legislation:

- Further information and guidance can be found in “Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: guidance for maintained schools, academies, and pupil referral units in England (August 2024).