

# Suspensions and Permanent Exclusions Policy

## 2026 - 2027

**‘Because Children Deserve Better’**

|                     |                                                       |
|---------------------|-------------------------------------------------------|
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## 1. Aims

Pivot recognises that suspension should only be used when it is necessary, proportionate and in response to a serious breach of the behaviour policy or if a learner is allowed to remain in school would seriously harm the education, welfare or safety of the learner or others.

Pivot aims to:

- Ensure the suspension or permanent exclusion process is applied fairly and consistently
- Help directors, staff, parents and learners understand the suspension and exclusion process
- Promote a safe, supportive, and inclusive learning environment for all learners and staff
- Ensure that learners in Pivot are safe and happy
- Ensure all suspensions and permanent exclusions are carried out lawfully and proportionate
- Reduce the need for suspension through early intervention, pastoral support, therapeutic approaches and reasonable adjustments
- Ensure that learners, particularly those with SEND, Social, Emotional and mental Health needs (SEMH) or other vulnerable groups, receive appropriate support before, during and following a suspension.
- Ensure all suspensions and permanent exclusions are recorded, monitored and reviewed to identify patterns, reduce disproportionality, and improve outcomes for learners.

Pivot will not suspend or exclude learners unlawfully by directing them off site, preventing attendance or otherwise removing them from education without the correct procedures and addressing unmet needs:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the setting feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from Pivot

## 2. Legislation and guidance

The policy has been informed by following legislation and guidance. While some of these documents apply to maintained schools, and are not statutory for independent schools, Pivot has adopted them to inform best practice and ensure fair, inclusive and lawful decision-making:

- The Education Act 2002, as amended by the Education Act 2011
- [The School Discipline \(Learner Exclusions and Reviews\) \(England\) Regulations 2012](#)
- The [Education \(Provision of Full-Time Education for Excluded Learners\) \(England\)](#)

[Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Learners\) \(England\) \(Amendment\) Regulations 2014](#)

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded learners
- Section 579 of the Education Act 1996, which defines 'school day'
- Equality Act 2010
- [Children and Families Act 2014](#)
- DfE 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 (July 26)
- Part 3, Para 9 and Exclusion element of Part 6 (32) (3)a of the Education (Independent School Standards Compliance Record) 2014 (England (Amendment) Regulations)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- DfE: Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- DfE: Searching, Screening and Confiscation.
- DfE: Keeping Children Safe in Education (current edition)
- DfE: Mental Health and Behaviour in Schools

### 3. Definitions

We know that learning and development take place more effectively and rapidly when learners are in school. However, there may be occasions when it is not safe for someone to be in school for a short period of time and the Headteacher may decide to suspend a learner.

Suspension – when a learner is formally removed from the setting for a fixed period. This was previously referred to as a 'fixed-term exclusion'. During this time the learner remains on roll and must receive appropriate educational provision in accordance with statutory expectations.

Suspensions may be:

- Fixed period suspensions of a specified number of school days
- Lunchtime suspensions, which count as half a school day
- Internal suspensions (sometimes referred to as internal reflection or removal), where a learner is temporarily educated separately from their peers while remaining under the supervision of the school

Permanent exclusion – when a learner is removed from the setting permanently and taken off the school roll. A permanent exclusion occurs when the Headteacher determines that a learner can no longer remain at the school because:

- There has been a serious breach, or persistent breaches, of the behaviour policy; and
- Allowing the learner to remain in school would seriously harm the education, welfare, or safety of the learner or others.

Off-site direction – when a learner is directed to attend another education setting temporarily.

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

## 4. Roles, responsibilities and procedures

### The Directors

To ensure Pivot's inclusive ethos is maintained, Head teachers must consult Directors before any suspension, permanent exclusion or termination of placement is considered. This process enables a period of reflection and discussion about suitable, inclusive alternatives.

### The Headteacher

Suspension can only be authorised by the Headteacher. In their absence, the Headteacher can delegate the decision to another senior leader in school. Any decision to suspend a learner must be discussed with a director prior to the suspension being issued. If a learner with a named social worker or who is a Looked After Child is at risk of suspension or permanent exclusion the Headteacher must inform the social worker and/or Virtual School Head as early as possible so discussions can take place regarding support and next steps.

### Reasons for suspension

Keeping everyone in Pivot safe sometimes means that a learner will need to be removed from a situation or suspended from the setting. We use suspension only as a last resort. Sometimes this is the only suitable response available to a Headteacher if all other internal strategies and approaches in our Behaviour Policy have been exhausted or will not be appropriate.

A decision to suspend will usually be taken if allowing a learner to remain in the setting would:

- cause serious harm to the health, safety, or welfare of others in the setting

Suspension is an extreme sanction and an absolute last resort at Pivot. The school will seek to balance the needs of the individual learner with its duty to maintain the safety, welfare, and education of all members of the school community.

### Procedure for suspension

- The Headteacher will review all available written evidence, speak to all concerned, including the learner, before reaching a decision to suspend
- The Headteacher should consider all the relevant facts and verified evidence to support the allegations made and consider other Pivot policies and whether any incidents were provoked by others
- The Headteacher will then discuss their findings with a Pivot Director
- If a decision to suspend has been agreed, parents/carers will be contacted immediately to discuss the situation and reasons for suspension
- A letter will be sent to parents/carers giving details of the suspension, length, and date the suspension will end. The letter will remind parents/carers that for the first five days of any suspension, they are legally responsible for the whereabouts of their child. If

their child is found in a public place during school hours; they could be issued with a penalty notice. Parents/carers can designate a responsible adult, for example, an aunt, to fulfil this duty.

- A letter will be sent to the learners Local Education Authority informing them of the suspension, including details of the length and reason for the suspension.
- If the learner has a social worker, a letter will be sent to them informing them of the suspension including details of the length and reason for the suspension.
- If the learner is a Child Looked After, a copy of the suspension letter will be sent to the learners' Virtual School team informing them of the suspension including details of the length and reason for the suspension.
- Reasonable steps will be taken to set and mark work provided during the suspension.
- Any suspension will be appropriately recorded on the learner's file.

The exclusion letter will provide information about the right to challenge a decision and any right to appeal through Pivot's Complaints Policy. The letter will contain the name and contact details of whom an appeal can be lodged with.

### **Reintegration and return to school restorative meeting**

- Following suspension, Pivot will hold a reintegration and return to school meeting.
- The meeting will be attended by the Headteacher or other senior leaders, the parents/carers, and the learner.
- Strategies will be agreed to support a smooth and appropriate return to the setting. These may include attending Restorative Reset sessions after the school day.
- During this meeting there will be a review of the factors leading to suspension with the learner and discussions about how things could have been handled differently to avoid further suspensions. Staff will review current support and interventions; identify unmet needs and agree on strategies to promote successful reintegration, reducing the risk of future suspensions. There may also be a need to review Pupil Profiles; support plans through an Assess, Plan, Do Review (APDR) process.
- In some cases, it may be appropriate to call an early review of a learners' EHCP should they have one.

### **The procedure for permanent exclusion**

- The Headteacher should follow the steps outlined in the process for suspension above, setting out clearly that the learner is at risk of being permanently excluded, and this is a consideration due to serious health and safety concerns.
- Where there have been multiple previous suspensions, then the Headteacher will have ensured regular communication with Parents/Carers, and Local Authority professionals about potential next steps.
- The Headteacher will discuss the rationale with the Directors before the decision is made or communicated to parents/carers and the Local Authority.
- The exclusion letter will provide information about the right to challenge a decision and any right to appeal through the Pivot Complaints Policy. The letter will contain the name and contact details of whom an appeal can be lodged.
- Pivot will provide educational work following the first five days of permanent exclusion. The Local Authority will arrange suitable full-time education from the sixth day of permanent exclusion. For learners with an EHC plan the local authority will work with Pivot SENDCO's to review or amend plans to identify appropriate

alternative placements where appropriate.

### **Terminating a placement at our setting**

In exceptional circumstances, the Headteacher and other professionals in the Team Around the Child may conclude that Pivot is no longer the most appropriate placement for the learner. The decision will only be considered after a graduated and collaborative process has been followed: A thorough Assess, Plan, Do, Review cycle; review of reasonable adjustments, interventions and support strategies; meaningful consultation with the learner, parent/carers and Local Authority. Sometimes a learner's needs and personal situation may change significantly, leading them to require a very different type of provision. In these situations, permanent exclusion is not usually considered but a well-managed placement move might be appropriate. If the learner has an EHCP where possible, an 'emergency' or early review will be arranged within 5 days of the decision to terminate.

Where it is agreed that a placement should end, Pivot will work closely with parents/carers; the Local Authority and other professionals to ensure a planned and supportive transition to an appropriate alternative provision is planned. Pivot or the Local Authority may give notice to terminate the placement. If a placement move is in the best interests of the learner, then giving formal, written notice to the relevant Local Authority is usually a final decision. The usual duration of a termination letter is 6 weeks. This allows time for a new setting / provision to be identified and a transfer made.

This process will be managed with all relevant parties' involvement to ensure a supportive transition from the setting. Every effort will be made to minimise disruption to the learner's education, wellbeing, and progress.

During this time, the Headteacher will try to maintain a full-time programme of education for the learner. Pivot will provide academic work for the first five days following an exclusion. If this is not possible, then work will be provided, or remote learning will be considered.

## **5. Monitoring arrangements**

Pivot will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of part timetables, EOTAS programmes and Pivot 6 cohorts
- Anonymous surveys of staff, learners, and other stakeholders on their perceptions and experiences

The data will be analysed termly by Headteachers and Senior Leaders who will report back to the Board of Directors.

The data will be analysed from a variety of perspectives including:

- At site level
- At school level
- By age group
- By protected characteristic

Pivot 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 learners are identified by

this analysis, the school will review its policies to tackle it.

Pivot Group will work with its academies to consider this data, and to analyse whether there are patterns across the group, recognising that numbers in any one academy may be too low to allow for meaningful statistical analysis.

## 6. Linked policies

- Behaviour Policy
- SEND policy and Information Report
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Learner Mental Health and Wellbeing Policy
- Admissions Policy