



# Venn Academy Trust

## Suspension and exclusion policy



1	Summary	Suspensions and exclusion Policy	
2	Responsible person	Director of Safeguarding	
3	Accountable SLT member	CEO	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Laura Carr- Director of Safeguarding	
6	Who has been consulted and recommended policy for approval	Legal template	
7	Approved by and date	Board of Trustees – 26.3.26	
8	Version number	3	
9	Available on	Trust website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Trust Behaviour and Relationship Policy <a href="#">School suspensions and permanent exclusions - GOV.UK (www.gov.uk)</a> <a href="#">Behaviour in schools - GOV.UK (www.gov.uk)</a>	
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	April 2026	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



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## 1. Introduction

- 1.1 Venn Academy Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the trust will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 1.2 Where a trust'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 teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 The trust will always have regard to the Statutory Guidance on Suspensions and Exclusions when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended). The trust will follow their internal suspension protocol (appendix 1)
- 1.4 This policy should be read in conjunction with the trust behaviour and relationships policy and the SEND policy for each school.



## **2. Application of policy**

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

## **3. Types of exclusion**

Suspensions and permanent exclusions are different:

- 3.1 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. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- 3.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. 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 were 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.

## **4. Roles and responsibilities**

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

### **The principal**

- 4.1 All decisions to suspend or permanently exclude a pupil will be taken by the principal/ or the executive principal or most senior leader in the principal's absence after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the individual school behaviour policies. The decision to suspend will be discussed with the Trust Director of Safeguarding or the CEO/DCEO. The Director of Safeguarding will ensure the suspension protocol has been followed before agreeing to a suspension or pex.

### **The governors/trustees**

- 4.2 The governing board is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.



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## **Parents**

- 4.3 Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the principal.

## **Pupils**

- 4.4 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.

## **5. CCTV, witness evidence and pupil views**

- 5.1 If a school uses Close Circuit Television (CCTV) within its premises, it is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the school CCTV policy and trust's privacy notices for more information.
- 5.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governors/trustees review meeting. All statements will be signed and dated unless the principal has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- 5.3 An internal suspension will always be considered before an external suspension. This will give due regard to the safeguarding implications and will look to educate the pupil on the seriousness of their behaviour.
- 5.4 Before taking a decision to suspend or exclude and where appropriate, the principal 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 principal will also take account of any contributing factors identified after an incident of misbehaviour has occurred.
- 5.5 If the pupil is open to children's social care or the virtual school the DSL will notify the social worker or virtual school worker.

## **6. Reintegration strategy meetings following suspension or off-site direction**

- 6.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
- 6.1.1 offer the pupil a fresh start,
  - 6.1.2 help them understand the impact of their behaviour on themselves and others,



- 6.1.3 teach them how to meet the high expectations of behaviour in line with the school culture,
  - 6.1.4 foster a renewed sense of belonging within the school community; and
  - 6.1.5 build engagement with learning
- so that further suspensions are not needed. School staff 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. Previous behaviour is not seen as an obstacle to future success.
- 6.2 The school used various measures to support a pupil's successful reintegration which may include:
    - 6.2.1 daily contact with a designated pastoral professional in school;
    - 6.2.2 use of a report card with personalised targets leading to personalised rewards;
    - 6.2.3 ensuring the pupil receives academic support upon return to catch up on any lost progress;
    - 6.2.4 planned pastoral interventions;
    - 6.2.5 mentoring by a trusted adult or a local mentoring charity;
    - 6.2.6 regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
    - 6.2.7 informing the pupil, parents and staff of potential external support.
  - 6.3 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.

## **7. Cancelling a suspension or exclusion**

- 7.1 A suspension or exclusion can be cancelled by the principal as long as the suspension or exclusion has not been considered by the governors/trustees. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.
- 7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the principal in accordance with the Statutory Guidance on Suspensions and Exclusions.

## **8. Suspensions before a permanent exclusion**

- 8.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the principal will send the relevant letter setting out the rights of parents. 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 and managed moves**

- 9.1 Before taking any decision to permanently exclude a pupil, the principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- 9.2 In the case of directing a pupil off-site to alternative provision, the aim of 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 would take place with parents to feed in their views about the options.
- 9.3 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 attend the new school for a fixed period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

## **10. Independent review panels (IRPs)**

- 10.1 The Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to Helen Turner, Governance and Compliance Professional by emailing [hturner@vennacademy.org](mailto:hturner@vennacademy.org).
- 10.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions and Suspensions.

## **11. Reconsideration by the governing board**

Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, 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 governing board members and the clerk present.

## **12. Remote Meetings**

- 12.1 Any trustee/governor meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.
- 12.2 In addition, when a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can



be fairly accessed, the technology is available, and everyone would be able to make representations.

### **13. Complaints**

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the principal in accordance with the trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

### **14. Equality impact**

The trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

### **15. Monitoring arrangements**

The governors/trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the governors/trustees to ensure the processes and support for pupils are appropriate:

- 15.1.1 the interventions put in place for pupils at risk of suspension and permanent exclusion
- 15.1.2 the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- 15.1.3 full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
  - (a) any previous placements have been evaluated, including support for any applicable SEND;
  - (b) there is a process in place to monitor the pupil's attendance and behaviour at the provision
  - (c) the correct attendance code is being used
  - (d) the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible
- 15.1.4 whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils
- 15.1.5 the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves

- (a) whether the school register and absence codes have been recorded correctly
- (b) how the behaviour policy is applied and specifically its consistency
- (c) the circumstances in which pupils receive repeat suspensions
- (d) whether Personal Education Plans for looked after children have been reviewed on a termly basis.

Appendix 1 below

## Prior to contacting Laura Carr (Director of Safeguarding, Attendance, Risk and Welfare)

Please investigate the concerns raised, this could be in the form of viewing cpoms logs, taking statements, speaking with witnesses, viewing first aid logs or CCTV. Have this information to hand for discussion.



If the pupil has an EHCP please look at how you were meeting section F or any other sections in the “all about me” prior to the incident. For example, if a trigger is the pupil needs a sensory walk and this did not happen then the behaviour that follows may not be suitable for a suspension due to not meeting the needs of the child.



Did the school create conditions in which the pupil/s could behave, flourish or thrive in line with DFE guidance?



Is the pupil open to children’s social care? If so, what would the safeguarding implications be if we were to suspend. The majority of pupils open to CSC are extremely vulnerable and we should give careful consideration to whether a suspension will put them at further risk



How many days suspension are you requesting? How many cumulative days has this pupil had already?



What will change for this pupil if they are suspended? What will you do different when they return?



Has an internal suspension been considered, if so, why is this not possible? This should not be because of staffing.



Thinking ahead to the reintegration meeting, how will you make it purposeful? If the suspension is due to violence what intervention may be in place after this meeting?

Once you have all of the above in place please contact Laura Carr to discuss, once approved please send over full details of the suspension via email on the same day. This should include pupil name, year group and the information above.

### **Things to think about after a suspension of a pupil with an EHCP;**

Does an Early Annual Review need to be called?

Does a learner of Concern form need to be submitted?

All professionals need to be aware the pupil is at risk of exclusion or PEX along the way. This could be through core groups etc or annual reviews. The E code will be used unless the pupil is dual registered.

**For PEX please contact immediately with the above**