KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM

Suspension and Permanent Exclusion Policy

Responsible Board/Committee	Academy Trust Board
Policy Type	Hybrid Policy
Policy Owner	Education
Statutory	No
Publish Online	Yes
Last Review Date	July 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	July 2027
Version	4

School	King Edward VI Sheldon Heath Academy
School Policy Owner	Steve Miller
SGB Approval Date	September 2026

Contents

1. Introduction page 1
2. Application of policy page 1
3. Types of exclusion page 1
4. Roles and responsibilities page 1
5. CCTV, witness evidence and pupil views page 2
6. Reintegration strategy meetings page 3
7. Cancelling a suspension or exclusion page 3
8. Directing off site and managed moves page 4
9. Considering the reinstatement of a pupil page 5
10. Independent review panels page 5
11. Reconsideration by the governing board page 5
12. Remote meetings page 5
13. School registers page 6
14. Complaints page 7
15. Equality impact page 7
16. Monitoring arrangements page 7

Links to other policies and addendums page 8

1 Introduction

1.1 King Edward VI Sheldon Heath Academy's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school 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 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 teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

1.3 The school will always have regard to the statutory guidance on suspensions and exclusions (July 2026) 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) Regulations 2012 (as amended).

1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the school.

2 Application of policy

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 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 of 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 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.

4 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 community are set out in detail below.

4.1 **The principal**

All decisions to suspend or permanently exclude a pupil will be taken by the principal 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.

4.2 **The governors**

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. The (governor/trustees) will review, challenge and evaluate data on the school’s use of suspension, exclusion, off-site direction, use of AP and managed moves.

4.3 **Parents (or the pupil where they are 18 years or older)**

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.

4.4 **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.

5 CCTV, witness evidence, and pupil views

5.1 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 recorded 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 (redacted as necessary) at any governor review meeting. Please see the school ’s CCTV policy and 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 governor 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 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.

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:

- Offer the pupil a fresh start.
- Help them understand the impact of their behaviour on themselves and others.
- Teach them to how 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,

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 uses various measures to support a pupil's successful reintegration, including:

- Daily contact with a designated pastoral professional in school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the pupil receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- 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.

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. 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 including parent/VSH/social workers/governors and local authority will be informed by the principal, this notice will include the reason for the cancellation. This is in accordance with the statutory guidance on suspensions and exclusions.

7.3 Suspensions before a permanent exclusion - 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 for example, further evidence has come to light, a further investigation has revealed that the behaviour is more serious than first thought or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

7.4 Providing education during the first five days of a suspension or exclusion. If the pupil is not attending alternative (AP) provision, because it is not possible or appropriate, the School will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy may be used for this. If the pupil has a special educational need or disability (SEND), the headteacher will make sure that reasonable adjustments are made to the provision as appropriate.

7.5 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.

8 Directing off-site and managed moves

8.1 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.

8.2 An off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. The governing body is responsible for arranging off-site direction under law.

8.3 In the case of directing a pupil off site to alternative provision/mainstream school, 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 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 in line with DFE guidance July 2026.

8.4 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.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

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 school will share relevant information with the new school and local authority as appropriate, regarding the pupil. A managed move will only be agreed to where it is in the pupil's best interests. The requirements in relation to any managed move will be followed in line with DFE guidance July 2026.

9 The governing board's duty to consider an exclusion

The governing board will review, consider and/or decide on the excluded pupil, as appropriate, The requirements in relation to the governing body's duty to consider an exclusion will be followed in line with DFE guidance July 2026.

10 Independent review panels (IRPs)

10.1 The local authority arranges IRPs on the school/'s behalf and requests where a permanent exclusion decision has been upheld should be made to edappealsadmin@birmingham.gov.uk within 15 school days.

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 **(DFE July 2026)**

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 governor and/or an IRP meeting may be conducted remotely where the parents request it be conducted remotely and the meeting can be fairly held remotely, with all participants having access and able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it is 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, where 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 School Registers

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

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the governing board's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers/pupil have stated in writing that they will not be applying for an independent review panel.

The school cannot backdate the deletion of the pupil's name to the date the pupil's exclusion began.

Where an application for an independent review has been made within 15 school days, the governing board will wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil's name from the register.

The school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

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 and address
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer 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/carers have told the school the pupil is moving to another school

- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers 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.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feel 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 school 's complaints policy. If the concern relates to an exclusion or suspension decision, or matters relating to it, the statutory procedure set out in the statutory guidance on exclusions and suspensions will be followed.

15 Equality impact

The school 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; these include race, religion, disability, sexual orientation and sex.

16 Monitoring arrangements

The governor's will review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The data will be analysed every term by Mr B Elcock (AVP Behaviour). Mr M Billyeald (Head of School) will report back to governors. The following are monitored by the governors to ensure the processes and support for pupils are appropriate:

- The interventions put in place for pupils at risk of suspension and permanent exclusion.
- The processes in place for determining and reviewing directions off-site and such placements being reviewed at sufficient intervals to assure that the education is achieving its objectives, and that pupils are benefiting from it.
- The 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:
  - Any previous placements have been evaluated, including support for any applicable SEND.
  - There is a process in place to monitor the pupil's attendance and behaviour at the provision.
  - The correct attendance code is being used.

  - 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.

- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils.
- 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.
- Whether the school register and absence codes have been recorded correctly.
- How the behaviour policy is applied and, specifically, its consistency.
- The circumstances in which pupils receive repeat suspensions.
- Whether personal education plans for looked after children have been reviewed on a termly basis.

Links with other policies:

- Behaviour for Learning Policy
- SEND Policy