



SUSPENSION and EXCLUSION POLICY 2025-2026

Policy lead:	Assistant Headteachers - Hazel Weigh
Last review date:	September 2026
Next review date:	September 2027
Approval needed by:	Headteacher – Karen Key

Monitoring and evaluation

This policy will be reviewed annually by senior leaders and members of the governing body.

Introduction

Knutsford Academy expects high standards of discipline and behaviour in school so that students are protected from disruption and are in a calm and supportive environment where both students and staff can work in safety and are respected. This environment brings about the best in every student.

On the rare occasions that a student's behaviour cannot be appropriately dealt with through our 'Behaviour Pathway' the Headteacher may make the decision that a student needs to be suspended (internally or for a fixed term) as a behaviour management strategy that encourages reflection, regulation and secures standards of behaviour that are acceptable.

Under the Education and Inspections Act 2006, headteachers must determine measures taken with a view to:

- Promoting self-discipline and proper regard for authority among students
- Encouraging good behaviour and respect for others and, preventing all forms of bullying among students
- Securing that the standard of behaviour of students is acceptable
- Securing that students complete any tasks reasonably assigned to them in connection with their education
- Regulating the conduct of students

Permanent exclusions will sometimes be necessary as a last resort to achieve these aims.

Suspension/Exclusion Categories:

- **Internal Suspension** – students attend school but are temporarily removed from their lessons. They spend the day completing work in our RESET Room and are expected to attend an afterschool detention.
- **Fixed Term Suspension** – a student is temporarily removed from the school for a fixed period. They are not able to attend school but are provided with work.
- **Permanent Exclusion** – a student is no longer allowed to attend the school.

Suspension/exclusion is an extreme sanction and one we seek to use only as a last resort in response to a serious breach, or persistent breaches of the behaviour policy. It is used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and is part of a process in helping students understand the impact their behaviour has on themselves and others in the school community. Suspension/exclusion is not seen as a simple punishment, rather a means of maintaining good order and discipline in the school, so that all students can benefit from the opportunities provided.

- Suspension/exclusion from school is only used when it is necessary to maintain good order in the school, and in keeping with clear legislation and guidelines.
- All students are treated fairly with respect to suspension/exclusion.

- Parents/carers feel that their children have been treated fairly.
- When suspension/exclusion is necessary, the legal procedures are properly carried out and all concerned know what part they have to play.
- Appropriate records of suspension/exclusions are kept, and Governors monitor patterns of suspension/exclusions, through the Local Governing Board.
- Suspension/exclusion is understood by students and parents to be a legitimate and necessary sanction which can be applied for serious or persistent breaches of expected behaviours.

Only the Headteacher of a school can suspend/exclude a pupil and this must be on disciplinary grounds. The Assistant Headteacher (Pastoral) acting in the Headteacher's absence may exclude a student for a serious offence for an initial period of no more than five days and normally only for sufficient time to allow the Headteacher to consider the appropriate length of suspension/exclusion on returning to school.

Internal Suspension – Student attends school but all lessons are in the RESET Room, and they are expected to attend an after-school detention.

Being Internally suspended is a serious sanction and one we seek to use in response to a serious breach, or persistent breaches of the behaviour policy. The RESET room is a functional and purposeful environment in school which is fully resourced to support student learning. It allows students the opportunity to reflect on their behaviour and refocus on the purpose of school.

Internally suspended students do not have access to their phone, work in silence, are escorted to the toilet and complete work from the RESET Room Learning platform. Staff on duty complete a student work log throughout the day and each student has a restorative conversation which encourages them to reflect on their behaviour and consider how to avoid negative behaviours in the future. Internal suspension runs from 8.40am - 4.10pm on a Monday, Wednesday and Friday.

Fixed Term Suspension – a student is temporarily removed from the school for a fixed period.

A fixed term suspension is where a student is temporarily removed from the school as an essential behaviour management strategy. It is a very serious sanction that is only used to provide a clear signal of what is unacceptable behaviour.

Criteria leading to a Fixed Term Suspension:

- There has been a serious or persistent breach of the Behaviour Policy.
- A student's behaviour outside school can be considered grounds for a suspension as stated by national policy and guidance. The school takes the view that suspension/exclusion would be used for behaviour outside school only when there is a potential effect in school or the behaviour may be detrimental to the school's reputation.
- Allowing the child to remain in school would be seriously detrimental to the education or welfare of the student or to that of others at the school.

- Suspension/exclusion is the appropriate consequence within the Behaviour Policy because of the seriousness of the incident or the student's failure to respond positively to the disciplinary sanctions used already.
- It is important that a fixed term suspension is used as a last resort, and the school has taken all reasonable steps to reinforce expectations and compliance.

It is important that during a suspension that students still have access to their education. The school will provide subject work for the duration of the fixed term suspension which can be accessed through our online Learning Platform (or hard copies can be provided on request).

On each day of the fixed term suspension, parents/carers are responsible for ensuring the students are not present in a public place at any time during school hours.

Following a suspension and to ensure a successful reintegration into school life, students and parents are expected to attend a restorative meeting. It is an opportunity to offer the student a fresh start; helps them understand the effect of their behaviour on themselves and others; reinforces the school standards and high expectations; develops a sense of belonging and aims to build engagement with learning.

Where suspensions are becoming a regular occurrence for a student, it is an opportunity to discuss and consider whether additional strategies need to be put in place to address behaviour. Where appropriate, the school will also outline and evidence that the current behaviour of the student is putting them at risk of permanent exclusion.

Pastoral Behaviour Support Programme

School can consider a range of measures, interventions, and support to enable a student's successful reintegration, these can include but are not limited to:

- Daily contact with a designated pastoral professional in school
- Mentoring by a trusted adult or local mentoring charity
- Regular reviews with the student and parents to praise progress being made and address any concerns at an early stage
- Review of academic support and any necessary testing
- Use of a report card with personalised targets
- Personalised Behaviour Support plans
- Directed into appropriate planned pastoral interventions/workshops:
 - ELSA intervention – emotional literacy and wellbeing programme
 - ASD Wellbeing Toolkit Programme
 - GANGS – Get Away & Get Safe
 - JDI – Just Drop In (talking therapy)
 - CGL – Change, Grow, Live (Drug & Alcohol mis-use services)
 - Progressive Masculinity programme

- The Queensberry AP – 1:1 support to reduce the risk of child exploitation and students getting involved in youth violence
- Directing students and parents to external support services – CAMHS, Counselling, Mental health services
- Considering temporary adjustments to a student’s timetable
- Home school contract
- Temporary transfer to a partnership school or an alternative provision

Permanent Exclusion – a student is no longer allowed to attend the school.

A permanent exclusion is when a student is no longer allowed to attend a school. The decision to exclude a student permanently may only be taken by the Headteacher as a last resort.

Criteria: leading to Permanent Exclusion:

- It is the appropriate response to a single serious offence, such as those involving violence, offensive weapons, and the supply of illegal drugs. A single incident of this nature may trigger permanent exclusion.
- Where allowing the student to remain in school would seriously harm the education or welfare of the others (students and staff) in the school.
- It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a Pastoral Support Programme.

Before taking a decision to suspend/exclude a student, the Headteacher will:

- Ensure that an appropriate and thorough investigation has been carried out.
- Consider the evidence carefully and ensure that all accounts of the events have been reviewed and the civil standard of proof applied.
- Check whether the incident may have been provoked and consider if there may have been mitigating circumstances.
- Ensure that appropriate consultation has taken place.
- Ensure that the suspension has been made in line with the principles of administrative law – it is lawful, reasonable; fair and proportionate.

The following issues will be taken into consideration:

- The safety & wellbeing of other students and adults.
- The seriousness of the offence committed.
- Other strategies or interventions which have already been tried.
- The student’s known educational, safeguarding, and medical needs.
- The support of external agencies in providing alternatives to permanent exclusion.

Behaviour expectations and students with Individual needs and/or Special Educational Needs (SEND):

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Our school endeavours to work collaboratively with the SEND, Safeguarding and Wellbeing teams when considering behaviour.

Our school has a whole-school approach to behaviour that works to meet the needs of all students in the school, including students with SEND. It is important that everyone feels safe and that they belong in a school community which promotes high expectations of all students. Our school promotes a positive, low arousal behaviour culture which helps to create a calm environment which will benefit all students to learn effectively, but especially those with SEND.

All schools need to manage behaviour effectively, regardless of whether a student has any underlying needs. Although not every incident of misbehaviour will be connected to an individual's special educational need, our school recognises that some behaviours are more likely to be associated with particular types of special educational need. We give careful consideration to this and make appropriate and reasonable adjustments when issuing sanctions for behaviour.

Our school also provides and offers a wide range of strategies and interventions for students with individual needs and special educational needs to positively support engagement in learning and school. As far as possible, our pastoral team anticipates likely triggers of misbehaviour and puts in place preventative measures to avoid or reduce incidents of negative behaviour.

Suspension and Exclusion Guidance:

The government trusts Headteachers to use their professional judgement based on the individual circumstances of the case when considering suspension and permanent exclusion. The school will code any exclusion/suspension using the framework provided by the DFE (see appendix for Suspension / Exclusion Coding). The reasons listed are examples of types of circumstances that may warrant a suspension or permanent exclusion.

Unacceptable behaviours that may lead to suspension or permanent exclusion, these include but are not limited to:

- Repeated/persistent breaches of the school rules
- Any form of bullying or intimidation (please refer to our anti-bullying policy for further details)
- Verbal abuse
- Sexual assault, or any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism/damage
- Theft
- Fighting/threatening behaviour

- Physical assault/violent behaviour
- Smoking/Vaping
- Mobile phone breaches:
 - Using a phone
 - Found with a phone not in the pouch.
 - Phone in the pouch, but emitting sound, due to it not being turned off.
 - Finding a student in possession of a smart tech. including but not limited to smart watches, ear pods, headphones and smart glasses.
 - Finding a student in possession of an unlocking device
 - Finding the student in possession of a tampered/damaged pouch, rendering it ineffective (phone can be accessed or the signal blocking is ineffective)
- Drugs
- Inappropriate use of technology /social media
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of prohibited items that may lead to suspension or permanent exclusion, these include but are not limited to:

- Knives / weapons / sharp objects (not explicitly classified as a weapon but with the potential to harm)
- Alcohol
- Illegal drugs or associated equipment
- Hazardous Substances
- Stolen items
- Tobacco, vapes, vape liquid, cigarette papers, matches or lighters
- Fireworks
- Indecent/pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence.
- Significant sums of money, exceeding £20.00

Please note this list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Procedures for Suspension (Internal & External)/Permanent exclusion:

- Head of Year / Student Behaviour Manager responds to a behaviour incident or series of incidents. In line with the Behaviour Pathway, staff will investigate the incident and collect all appropriate and relevant evidence; this could include student and staff accounts, confiscated items, screen shots or CCTV footage. The Head of Year will evaluate all the details of the incident and meet with the Assistant Headteacher (Pastoral) to review and consider the most appropriate sanction. Pastoral staff will contact parents to share information appropriately.
- After reviewing all the evidence and considering an appropriate sanction, the Assistant Headteacher will liaise with the Headteacher regarding a final decision.

- Only the Headteacher of the school can make the decision to permanently exclude a student on disciplinary grounds. The decision to permanently exclude is given very careful consideration and is only actioned as a last resort.
- A fixed term suspension may not be 'converted' into a permanent exclusion. However, in exceptional cases, where further evidence has come to light and should be considered, a further suspension or a permanent exclusion may be issued to begin immediately after the end of the first suspension.
- Parents legally have the right to request representations from the Governing Board about the decision to exclude. Where necessary, the Governing Board may be required to consider the decision to permanently exclude a student in a 'reinstatement meeting'. Ideally these meetings are face to face but may be held via remote access if requested.
- Parents will be notified of the decision to suspend/exclude without delay. The school will always try to make personal contact to explain the circumstances and to seek their support for our actions.
- A standard formal letter for suspension/exclusion is written to confirm the details of the incident, the length of the suspension/exclusion and the date/time of the reintegration meeting. This is processed by a member of the Administrative Team who sends the letter via email and via post without delay. The suspension is formally recorded on the school system.
- If students are issued with a Fixed Term suspension from school, they are expected to access their schoolwork via the online 'Learning Platform' at home. Heads of Year /Student Behaviour Manager will email students and parents with the details of how to access the work on the first day of the suspension.
- Upon readmission to school students and parent/carer must attend a meeting with Head of Year / Assistant Head and a representative from Student Behaviour Manager and/or Student Support Team. On some occasions the Headteacher may attend this meeting.
- Following suspension/exclusion, students may be directed towards support interventions. A mentor may be allocated for an appropriate period and progress monitored. A Home-School contract may be issued to reinforce expectations. Referrals to support agencies/programmes may be made to support individual needs and improved behaviour.
- Where appropriate a meeting will be held between the student, relevant staff, and Assistant Head to reinforce expectations of future behaviour and present appropriate apologies for behaviour which resulted in suspension/exclusion.
- Suspension/exclusions for more than five days may involve education at another institution from the sixth day (see appendix for details of procedure).

Preventative measures to school exclusion

Where suspensions are becoming a regular occurrence for a student, where support and intervention has been unsuccessful and the current behaviour of the student is putting them at risk of permanent exclusion, the headteacher may consider the following:

- An off-site direction - a temporary transfer to another school.
- A managed move – a permanent transfer as a preventative measure to exclusion.

Knutsford Academy works with partnership schools to facilitate this preventative measure when appropriate and where the capacity allows.

APPENDIX TO SUSPENSION / EXCLUSION POLICY

Arrangements for the sixth day of suspension / exclusion

Knutsford, Poynton, Wilmslow and Holmes Chapel High Schools agree to form a partnership to support each other in the delivery of this aspect of suspension/exclusion. We agree that:

- We will generally look to not exclude pupils for over five days except for the most serious offences. The judgement lies in the hands of the school and regular meetings of the designated people managing the process in each school will take place to review where this facility has been used.
- There will be one person in each school whose will oversee and facilitate this process.

Knutsford Academy	-	Assistant Headteacher (Pastoral)
Poynton High School	-	Deputy Headteacher (Pastoral)
Wilmslow High School	-	Deputy Headteacher (Pastoral)
Holmes Chapel High School	-	Deputy Headteacher (Pastoral)

- When considering a suspension/exclusion over five days, initial contact will be made with the designated person in the partnership schools to explore capacity issues. It is accepted that schools within the partnership will try to be accommodating but will reserve the right to say that they are unable to accommodate an excluded student.

- When a school uses the facilities of one of the other schools for this purpose, it is reasonable to assume that this will be reciprocated by accepting a student from that school as soon as appropriate.

PROCESS

- The origin school considers suspension/exclusion over six days to be required.
- Contact is made with the partnership schools to explore the capacity to accept a student. The parents may only be informed that their child will be excluded for more than five days if the capacity exists at one of the other schools and that school has agreed to accept the student.

Upon agreement and within 48 hours, the following will be received by the school accepting the student:

- formal details of the incident for which suspension/exclusion has taken place.
 - context, where appropriate.
 - any details of SEN.
 - details of FSM entitlement, otherwise a student may be expected to provide their own lunch.
 - any other appropriate information that would help the host school to manage the student being received appropriately.
- Work must be provided. It is generally accepted that the most appropriate work could be set from the virtual learning platform.
 - Upon arrival at the host school, the student should meet briefly with a representative member of staff and expectations of their conduct throughout and arrangements for the day shall be explained.

If a student behaves inappropriately at the host school, their parents will be contacted to collect that student, and it will be necessary for the origin school to make alternative arrangements.

In extreme and rare circumstances, the host school may contact the origin school to help with the management of a student. This may be in the event where parents cannot be contacted, and the student is behaving in a way which is affecting the education, health, or safety of other students at the host school.

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_permanent_exclusion_guidance.pdf)

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011

- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

Suspension /Exclusion Coding:

Code	Description	Examples*
PP	Physical Assault Against a Pupil	<ul style="list-style-type: none"> • Fighting

		<ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
PA	Physical Assault Against an Adult	<ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
VP	Verbal abuse/threatening behaviour against a pupil	<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation
VA	Verbal abuse/threatening behaviour against an adult	<ul style="list-style-type: none"> • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation

BU	Bullying	<ul style="list-style-type: none"> • Verbal • Physical • Homophobic • Racist
RA	Racist Abuse	<ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
OW	Offensive Weapon	<ul style="list-style-type: none"> • Use or threat of use of an offensive weapon or prohibited item
SM	Sexual Misconduct	<ul style="list-style-type: none"> • Sexual assault • Sexual harassment • Sexual abuse
DA	Drug and Alcohol Related	<ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
DM	Damage	<ul style="list-style-type: none"> • To school or personal property belonging to any member of school community • Vandalism / Graffiti • Arson
TH	Theft	<ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
DB	Persistent Disruptive Behaviour	<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules
LG	Abuse against sexual orientation and gender identity	<ul style="list-style-type: none"> • Verbal • Online • Physical
DS	Abuse relating to disability	<ul style="list-style-type: none"> • Verbal • Online • Physical
MT	Social media and Online Technology	<ul style="list-style-type: none"> • Inappropriate use of social media or online technology • Breach of the Mobile Phone Policy.

PH	Transgression of Protective Measures	<ul style="list-style-type: none">• Wilful and repeated transgression of protective measures in place to protect public health.
-----------	---	---