



Woodside Primary School

Exclusion policy

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This policy outlines the school's approach to suspension and permanent exclusion and reflects the statutory guidance issued by the Department for Education on *School Suspensions and Permanent Exclusions* effective from 26 July 2026. Exclusion is a serious sanction and will only be used when all appropriate strategies to support positive behaviour have been considered or where a serious incident warrants such action.

As an inclusive school in Halton, we are committed to promoting positive behaviour, meeting pupils' individual needs, and reducing the risk of exclusion through early intervention, adaptive practice, partnership with families and access to local support services. This reflects the principles within the Halton Alternative Provision Strategy 2025-2028, which promotes belonging, inclusion and early support.

Woodside Primary School is committed to valuing diversity and to equality of opportunity.

We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Aims

The school aims to:

- Maintain a safe, calm and purposeful learning environment.
- Promote positive behaviour and emotional wellbeing.
- Ensure all decisions regarding suspension or exclusion are lawful, reasonable, fair and proportionate.
- Reduce the need for exclusion through early identification and intervention.
- Fulfil statutory duties relating to suspension and permanent exclusion.
- Protect the educational opportunities and welfare of all pupils.

Legal Framework

This policy is based upon:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- SEND Code of Practice 2015
- Department for Education statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (July 2026)

Principles

The school recognises that:

- Suspension and permanent exclusion are important behaviour management tools when used appropriately.
- Permanent exclusion should only be used as a last resort.
- Pupils should not be excluded because of unmet SEND needs, disability, attendance difficulties or because reasonable adjustments have not been made.

- The views of the pupil should be considered before decisions are made wherever possible.
- Schools have responsibilities under the Equality Act 2010 to avoid discrimination and make reasonable adjustments where required

Preventing Exclusion

The school will endeavour to prevent exclusions through:

- High-quality teaching and adaptive practice.
- Consistent implementation of the Behaviour Policy.
- Early identification of additional needs.
- Pastoral support and nurture.
- Social, emotional and mental health interventions.
- SEND assessment and support.
- Multi-agency working.
- Parent/carers engagement.
- Restorative approaches where appropriate.
- Access to local support services within Halton.

Where a pupil is at risk of suspension or exclusion, additional support and intervention will be considered before exclusion wherever reasonably possible.

Partnership with Parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Woodside, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These include:

- Behaviour Policy;
- Anti-Bullying Policy
- Home/school agreement

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, drawing up an individual support plan with the child, parent and teacher. It is class teacher's, parents' and the child's responsibility to ensure the support plan is followed. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Mr R Collings, the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, either by accessing support from the Resource Base provision or Mrs Percival and Mrs Howard, the school ELSA's intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

Temporary / Fixed-Term Exclusion

A temporary / fixed-term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept,

that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
 - Possession or use of an illegal drug on school premises;
 - Persistent bullying;
 - Persistent prejudice based harassment or hatred based acts
- Exclusion may be the result of persistently poor behaviour or a serious single incident.

In all cases, behaviour logs will be reported using the CPOMs reporting system and be used as evidence when excluding pupils.

Persistent or cumulative problems

Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention, target setting, home/school communication book etc. The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases the Head teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Head teacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence using CPOMs to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Education During Suspension

The school will:

- Provide work for the first five school days of a suspension.
- Ensure work is marked and feedback provided.
- Support reintegration following the suspension.

Where exclusions exceed five school days, the Local Authority has responsibilities regarding alternative educational provision.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Reintegration Following Suspension

Following a suspension, the school will arrange a reintegration meeting with:

- Parents/carers.
- The pupil.

- Relevant school staff.

The purpose of the meeting is to:

- Review events that led to the suspension.
- Identify support needs.
- Agree strategies for future success.
- Promote a positive return to learning.

Behaviour Outside School

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could 'bring the school into disrepute'.

Pupils with Special Educational Needs and disabled pupils

Before making a decision to suspend or permanently exclude, the Headteacher will consider whether:

- The pupil has identified or emerging SEND.
- There is an Education, Health and Care Plan (EHCP).
- There are social, emotional or mental health factors.
- Additional assessments may be required.
- Reasonable adjustments have been implemented.
- Further support could reduce the likelihood of exclusion.

Where appropriate, advice may be sought from

Managed move

In cases where the Head teacher and parent's agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head teacher I may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Head teacher may assist the parents in placing the pupil in another school. Removal from the school for other reasons The Head teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Woodside Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Role of the Governing Board

The Governing Board will:

- Review suspensions and permanent exclusions as required by law.
- Consider representations from parents.
- Ensure decisions are lawful, reasonable and proportionate.
- Monitor exclusion data, including vulnerable groups.
- Challenge any disproportionate patterns of exclusion.

Monitoring

The Headteacher and Governing Board will monitor:

- Suspension rates.
- Permanent exclusion rates.
- Repeat suspensions.
- SEND and vulnerable pupil data.
- Behaviour trends.
- Effectiveness of early intervention strategies.

Findings will inform future school improvement and inclusion planning.

Guidance on Fixed Term exclusions (following LA advice)

Informing Parents Of Exclusion At-A-Glance Guidelines	
MUST	SHOULD
□ Notify parents/carers immediately- ideally by telephone □ Letter within 1 school day specifying: ○ Precise period of fixed period exclusion or effective date of permanent exclusion ○ If permanent, that it is permanent ○ Reasons for the exclusion ○ Parents right to make representations to the governing body ○ Parents right to see and have a copy of child's school record upon written request	○ Date and time when pupil should return from fixed period exclusion ○ Any relevant previous history ○ Arrangements for continuing education, including the marking and setting of work ○ Latest date by which governing body must meet ○ Person whom the parent should contact if they wish to make representations (usually the clerk to the governors) ○ Name and contact information for Head of Social Inclusion (LEA Officer) ○ ACE exclusions helpline number 0808 800 0327 ○ Information translated as necessary

The Use Of Exclusion: At- Glance-Guidelines For Head Teachers

ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
Minor incidents, for example: ○ Failure to do homework ○ Failure to bring dinner money	Breach of the school's behaviour policy (see possible examples below):	Serious breach of the school's behaviour policy (see possible examples below)
☐ Poor academic performance	☐ Serious harm to the education or welfare of the pupil or others	☐ Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
☐ Lateness or truancy	☐ Persistently leaving school premises without authorisation	☐ Supplying or using an illegal drug on school premises
☐ Pregnancy	☐ Bringing adults or other young people onto school premises with malicious intent	☐ Carrying, threatening to use and or using an offensive weapon (including fireworks)
☐ Breaches of school uniform or rules on appearance, for example: ○ wearing jewellery or displaying body-piercing	☐ Bringing the school into disrepute at a public event	☐ Attempted arson on school grounds, destruction or serious damage of school property or buildings
☐ Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability	☐ Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community	☐ Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
☐ Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race	☐ Bullying, racial ,sexual or other harassment of staff, pupils or other members of the school community	☐ Repeated bullying, racial, sexual or other harassment of staff ,pupils or other members of the school community