

## Suspensions & Exclusions Policy 2026-2027

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### WeST Vision, Mission and Values

[Westcountry Schools Trust - Our Vision, Mission and Values](#)

### Providing Accessible Formats

This policy has been written in a dyslexia accessible format, which can also support the needs of other neurodiverse groups. If you are unable to use this document and require it in a different format, please contact [admin@westst.org.uk](mailto:admin@westst.org.uk) who can provide alternative accessible formats by request.

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## Relevant Legislation and Guidance

This policy should be read alongside the following documents:

- The school behaviour policy.
- The school SEND policy.
- Department for Education statutory guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, statutory guidance for maintained schools, academies and pupil referral units in England, July 2026, effective from 26 July 2026.
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- Department for Education: Behaviour in Schools: advice for headteachers and school staff, February 2024.
- Department for Education: Restrictive interventions, including use of reasonable force, in schools, April 2026.
- Department for Education: Inclusion bases in schools, June 2026.
- Department for Education guide for parents and carers on school behaviour and exclusion, latest version.
- SEND Code of Practice: 0 to 25 years, latest version.
- Department for Education: *Keeping Children Safe in Education 2026*, statutory guidance for schools and colleges, effective from 1 September 2026.
- Arranging Alternative Provision: A Guide for Local Authorities and Schools, February 2025.
- Equality Act 2010

## Roles and Responsibilities

WeST is committed to ensuring that all children and young people are educated in safe, inclusive and supportive school communities. Effective behaviour systems, early intervention, reasonable adjustments and strong multi-agency working should seek to minimise the need for suspension and permanent exclusion. Where formal disciplinary action becomes necessary, all parties must understand their responsibilities and work together to ensure decisions are lawful, procedurally fair, evidence-informed and focused on achieving the best possible outcomes for pupils.

## Headteachers

- Promote a positive, inclusive and orderly school culture in which expectations are clear, consistently applied and supported through a graduated response.
- Ensure decisions relating to suspension, permanent exclusion, off-site direction, managed moves and other pupil movement routes are lawful, reasonable, proportionate and procedurally fair.
- Apply the civil standard of proof, on the balance of probabilities, when determining the facts of a case.
- Consider relevant evidence, pupil voice, parent views, SEND, safeguarding, Equality Act duties, reasonable adjustments and individual circumstances before a decision is made.
- Ensure suspension and permanent exclusion are used only for disciplinary reasons and in accordance with statutory guidance.

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- Monitor the use of removals, internal suspensions, safeguarding separation, Inclusion Base placements and other alternatives so they do not become substitutes for formal suspension or exclusion processes.
- Ensure appropriate notification, recording, reintegration planning and Trust reporting are completed.

### West Community Councils

- Provide strategic oversight and challenge regarding suspension, exclusion and wider pupil movement practice.
- Undertake statutory review functions through Governance Disciplinary Committees where required.
- Consider parent representations in accordance with statutory guidance and the Trust Scheme of Delegation.
- Review patterns and trends relating to suspensions, exclusions, removals, internal suspensions, safeguarding separation, Inclusion Base use, off-site direction and managed moves.
- Monitor disproportionality and outcomes for pupils with SEND, disadvantaged pupils, looked-after children, children with a social worker and pupils sharing protected characteristics.
- Provide assurance that schools are operating lawful, fair and inclusive systems which minimise unnecessary use of suspension and exclusion.

### Trust, specialist and partner responsibilities

- **The Trust** provides strategic leadership, support and challenge, monitors Trust-wide trends and disproportionality, and supports consistent implementation of statutory guidance.
- **The DCEO** provides professional challenge, support and advice where permanent exclusion is being considered. The decision to suspend or permanently exclude remains solely the responsibility of the Headteacher, subject to statutory review processes.
- **SENCOs** advise on SEND-related needs, reasonable adjustments, support strategies and graduated response approaches, and contribute to review and reintegration planning where appropriate.
- **Designated Safeguarding Leads** ensure safeguarding considerations are central to decision-making, advise where behaviour may be influenced by abuse, trauma, exploitation, mental health or other vulnerability factors, and lead decisions relating to safeguarding separation.
- **Parents and carers** are expected to work in partnership with the school, engage with meetings and reviews where appropriate, share relevant information and comply with legal responsibilities during suspension or permanent exclusion.
- **Local Authorities, social workers and Virtual School Heads** should be involved where applicable to support vulnerable pupils, fulfil statutory duties, secure appropriate provision, contribute to review and reintegration planning and support effective information sharing.

## 1. Note on Terminology

| Term                                            | Meaning within this policy                                                                                                                                                                                                                    |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent(s)                                       | Parents or carers, including the Local Authority for children who are in care. References include any person with parental responsibility and any person who has care of the child.                                                           |
| School roll / admission register                | “School roll” is the common term. The statutory term is the school’s admission register. References to a pupil being on roll should be understood as the pupil being recorded on the school’s admission register.                             |
| Suspension                                      | A statutory fixed-period exclusion from school.                                                                                                                                                                                               |
| Exclusion                                       | Permanent exclusion from the school.                                                                                                                                                                                                          |
| Removal                                         | A disciplinary measure where a pupil spends limited time out of the classroom under staff direction but remains on site and in education. Removal is not a suspension.                                                                        |
| Internal suspension / internal reflection       | A time-limited, supervised on-site disciplinary response in which a pupil is removed from their normal timetable but continues education on school premises. It is not a statutory suspension.                                                |
| Separation for safeguarding purposes            | A non-disciplinary measure used to protect pupils where attendance is temporarily forbidden on safeguarding grounds. It is not a suspension.                                                                                                  |
| Inclusion Base / Internal Alternative Provision | A planned, time-limited, school-based provision within a graduated response, designed to support pupils to regulate, re-engage and reintegrate successfully.                                                                                  |
| Off-site direction                              | A temporary preventative measure requiring a pupil to attend another education setting to improve future behaviour. It is not a punishment for past misconduct.                                                                               |
| Managed move                                    | A voluntary, permanent transfer to another mainstream school, agreed by all parties and used only where it is in the pupil’s best interests.                                                                                                  |
| Seclusion                                       | Supervised confinement and isolation of a pupil in an area from which they are prevented from leaving of their own free will. Seclusion is not a disciplinary sanction under this policy. Separate restrictive intervention procedures apply. |

## 2. Routes for Managing Behaviour and Pupil Movement

This policy sits alongside each school’s behaviour policy and should be read with DfE *Behaviour in schools: advice for headteachers and school staff* (February 2024) and DfE statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (July 2026). Suspension and permanent exclusion should only be necessary when high-quality behaviour systems, support, reasonable adjustments and interventions have not been successful, or where the seriousness of an incident requires a statutory response. Permanent exclusion must remain a last resort.

WeST recognises that effective behaviour systems and inclusive practice work together to create safe, calm and purposeful learning environments. Schools should seek to identify and address barriers to learning, attendance, engagement and behaviour at the earliest opportunity through a graduated response that promotes belonging, participation and successful inclusion. Suspension and permanent exclusion remain important disciplinary measures where required, but should sit within a broader culture of support, accountability and high expectations for all pupils.

## Westcountry Schools Trust (WeST)

| Route                         | Purpose                                                                                                                                                                  | Key safeguards                                                                                               |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Removal / internal reflection | On-site disciplinary response or reset.                                                                                                                                  | Supervised, time-limited, education continues, repeated use triggers review of need.                         |
| Suspension                    | Formal temporary exclusion for disciplinary reasons.                                                                                                                     | Written notice to parents, cumulative days checked, reintegration planned, governance thresholds considered. |
| Safeguarding separation       | Temporary non-disciplinary separation for immediate safeguarding reasons.                                                                                                | DSL-led, parents informed, WCC notified, education and review arrangements recorded.                         |
| Inclusion Base / Internal AP  | Graduated support to prevent escalation and support reintegration.                                                                                                       | Clear entry/exit criteria, outcomes, review points, reintegration plan and governance oversight.             |
| Off-site direction            | Temporary placement to improve future behaviour.                                                                                                                         | Written notice, objectives, review meetings, WCC oversight and reintegration planning.                       |
| Managed move                  | Voluntary permanent transfer where in the pupil's best interests.                                                                                                        | No coercion, written agreement, admissions compliance and information sharing.                               |
| Permanent exclusion           | Permanent exclusion from the school as a last resort. This may lead to deletion of the pupil's name from the school's admission register once statutory processes allow. | Legal threshold met, DCEO consulted, GDC and IRP rights applied.                                             |

### 3. The Power to Suspend or Exclude

Only the Headteacher has the power to suspend or permanently exclude a pupil. Other members of staff may provide information to support the Headteacher's decision but cannot make the decision to suspend or exclude.

WeST recognises that pupils with SEND or other vulnerabilities (such as protected characteristics under the Equality Act 2010) may be disproportionately suspended or excluded where behaviour is linked to unmet need. Schools must be able to evidence that reasonable adjustments, appropriate support and relevant alternatives have been considered, implemented and reviewed before deciding to suspend or permanently exclude a pupil where SEND, disability, safeguarding or other vulnerability is relevant.

Where Headteachers are unsure about a suspension, they should seek advice from relevant colleagues in the WeST School Improvement Team. All primary suspensions must be reported using the Trust's MS Form. Any possible permanent exclusion must be discussed with the Deputy Chief Executive Officer (DCEO) and recorded on the relevant MS Form. The DCEO's role is to provide support, challenge, guidance and Trust oversight. The decision remains with the Headteacher, subject to the relevant governance review functions.

### 4. Reasons for Suspension or Permanent Exclusion

All suspensions and permanent exclusions must be for disciplinary reasons only. Individual school behaviour policies set out the school's expectations and rules. Any decision must be lawful, reasonable, procedurally fair and proportionate, taking account of the incident, the evidence and the pupil's individual circumstances.

## 5. Standard of Proof

The Headteacher's decision to suspend or permanently exclude must be taken on the balance of probabilities. This means that it is more likely than not that the pupil did what they are alleged to have done. This is not the same as beyond reasonable doubt. The Headteacher should consider the available evidence, the context of the incident and relevant individual circumstances.

## 6. Maximum Length of Suspension

A pupil may be suspended for one or more separate fixed periods, but the total number of school days for which the pupil is suspended must not exceed 45 school days in a single academic year. Schools must monitor cumulative suspension days carefully, including where a pupil has moved school or between WeST academies.

In line with the July 2026 DfE guidance and the *Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026*, where a suspension is for more than five school days, the school must ensure that suitable full-time education is arranged from the sixth school day. Schools must also check whether the suspension, or cumulative suspensions in the same term, meet the threshold for Governance Disciplinary Committee (GDC) consideration. A GDC must consider reinstatement where a suspension or series of suspensions would result in the pupil being suspended for more than 15 school days in a term, or where the suspension would result in the pupil missing a public examination or national curriculum test.

## 7. When a Suspension or Permanent Exclusion Is Not Allowed

It is unlawful to suspend or lengthen a suspension for a non-disciplinary reason. Suspension must not be used because of SEND or disability; because a pupil is not doing well academically; because of something a parent has done; because a pupil fails to meet conditions before returning; or as a substitute for identifying, assessing or supporting unmet need. It is important that if a student has SEN and/or a potential disability that any decision is proportionate.

## 8. Headteacher Power to Cancel a Suspension or Exclusion

Headteachers may cancel a suspension or permanent exclusion before the governing board considers whether the pupil should be reinstated. Upon cancellation, the school must notify parents, the Local Authority, the Virtual School Head where applicable, and the social worker where applicable, without delay. Cancelled days still count towards the annual 45-day suspension limit. A meeting with parents should be offered and reintegration planning must be documented.

## 9. Unlawful Exclusion, Off-rolling and Prohibited Practices

Whenever a pupil is required to leave the school site, or is forbidden from attending school, on disciplinary grounds, the formal suspension or permanent exclusion process must be followed. Any exclusion, even for short periods or part-days, must be formally recorded and confirmed to parents in writing with reasons. WeST adopts the Ofsted definition of off-rolling: removing a pupil from the school roll, meaning deleting the pupil's name from the school's admission register, without a formal permanent exclusion, or encouraging a parent to remove their child, where the removal is primarily in the interests of the school rather than the pupil. Off-rolling is not permitted in any WeST school.

## **10. Behaviour Outside School**

Pupils can be suspended or permanently excluded for behaviour outside school where this is in line with the school's behaviour policy. This may include behaviour on school trips, when in uniform, travelling to or from school, using school transport or public transport, online behaviour, or behaviour that may bring the school into disrepute.

### **10A. Criminal Investigations and External Agency Involvement**

Where behaviour is subject to a police investigation, criminal proceedings or the involvement of other external agencies, schools should continue to fulfil their responsibilities under this policy. Decisions relating to suspension or permanent exclusion should not normally be delayed solely because a police investigation or criminal process is underway. Any decision should be based on the evidence available at the time and determined on the balance of probabilities, taking account of all relevant circumstances, safeguarding considerations, information-sharing duties and the school's duty to maintain a safe environment for pupils and staff. Schools should record why a decision was made at that point and what external agency information, if any, was available.

## **11. Pupil Voice**

Headteachers should take reasonable steps to ensure that pupils are enabled and encouraged to participate at all stages of the suspension or permanent exclusion process. Their views should be considered in light of their age and understanding before a decision is made based on their age and maturity. Where it is not practicable to obtain views immediately then views should be sought as soon as possible afterwards.

This principle should also apply, where appropriate, to safeguarding separation, off-site direction, managed move and Inclusion Base planning. Where pupil voice cannot be obtained before a decision, the reason should be recorded.

## **12. Informing Parents**

If a pupil is suspended, parents must be notified in writing without delay. WeST schools will use the templates provided by the relevant Local Authority or Trust-approved templates.

Parents should be informed of their right to make representations about a suspension or permanent exclusion to those in governance. In WeST, the relevant review and oversight functions are exercised through the West Community Councils (WCCs), in line with the Trust's scheme of delegation. Trustees, through appropriate members of the School Improvement Team, will ensure that WCC members are trained to fulfil this role.

Parent-facing letters should explain, in plain language, what route is being used, whether it is disciplinary or non-disciplinary, why it is being used, for how long, who will review or oversee it, and what review, representation or complaints routes are available.

Letters should include references to available support which are set out in the statutory guidance.



### **13. Keeping a Child at Home**

If the pupil is of compulsory school age, parents must be told about their responsibilities during the first five school days of a suspension or permanent exclusion. This should be included in the suspension or exclusion letter.

### **14. The First Five Days**

During the first five school days of any suspension or permanent exclusion, the school will take reasonable steps to set and mark work. Parents are responsible for ensuring that the pupil is not in a public place during school hours without reasonable justification.

### **15. Day Six and Beyond**

Where a suspension is longer than five school days, the school, in conjunction with the Local Authority, has a duty to arrange suitable full-time alternative education from the sixth school day. Where a pupil has an Education, Health and Care Plan, the provision must be able to meet the pupil's needs as set out in the plan and should be identified in consultation with parents and the Local Authority.

For looked-after children and children with a social worker, the school and Local Authority should work together to arrange suitable alternative provision as soon as possible and, where appropriate, from the first day following suspension or permanent exclusion.

### **16. Reintegration Meetings**

A reintegration meeting should normally take place when a pupil returns from a suspension, internal suspension, off-site direction, safeguarding separation or Inclusion Base placement. Where a meeting cannot take place before return, reintegration planning must still be documented and communicated to parents as soon as practicable. A pupil must not be prevented from returning to mainstream education solely because a parent is unable or unwilling to attend a reintegration meeting.

Reintegration planning should address what will change for the pupil, the support or reasonable adjustments required, whether a risk assessment or safety plan is needed, and when the plan will be reviewed. A written record should be retained and shared with parents where appropriate.

### **17. Decision-Making and Vulnerability Checklist**

Before deciding to suspend or permanently exclude a pupil, Headteachers should be satisfied that the following have been considered and recorded where relevant:

- the incident has been fully investigated, and relevant evidence has been considered;
- the pupil has been given an opportunity to provide their account, unless this is not appropriate or practicable;
- the standard of proof has been applied on the balance of probabilities;
- SEND, disability, Equality Act duties and reasonable adjustments have been considered; safeguarding, child protection, exploitation, mental health, attendance and known vulnerability factors have been reviewed;
- the SENCO, DSL, social worker and Virtual School Head have been involved where relevant;

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- where safeguarding concerns are present, appropriate Family Help, targeted early help, local authority children's social care or police referral routes have been considered in line with local safeguarding procedures;
- graduated response strategies, pastoral support, Inclusion Base or internal alternative provision have been considered where appropriate;
- the proposed sanction is lawful, reasonable, proportionate and necessary in the circumstances;
- the decision rationale is recorded contemporaneously.

### 18. Safeguarding Separation

In certain circumstances a school may temporarily forbid a pupil from attending its premises where this is essential for safeguarding, for example following an allegation of harm by one pupil against another. This is not an exclusion on disciplinary grounds and must not be recorded as a suspension. The DSL or deputy must lead the decision, supported by other agencies as required. Parents must be informed of the reason for the decision.

The relevant WCC should be notified without delay and should ensure the measure is rare, necessary, time-limited and reviewed. Suitable education arrangements should be made. Reintegration planning should be completed before or at the point of return.

Where safeguarding separation relates to child-on-child abuse, harmful sexual behaviour, serious violence, exploitation or an allegation that may also involve a criminal investigation, leaders should ensure that a risk and needs assessment is completed, reviewed regularly and used to inform arrangements for education, supervision, movement around site, contact between pupils and wider support.

### 19. Inclusion Bases and Internal Alternative Provision

Inclusion Bases and Internal Alternative Provision form part of a school's graduated response. They are designed to provide targeted, time-limited support for pupils experiencing barriers to learning, behaviour, attendance, emotional regulation or engagement, while maintaining connection with the mainstream school community.

Where appropriate, leaders should consider whether Inclusion Base provision, internal alternative provision, enhanced pastoral support or targeted intervention could meet a pupil's needs before permanent exclusion is considered. This does not prevent a Headteacher from suspending or permanently excluding a pupil where the statutory threshold is met and the decision is lawful, reasonable and proportionate.

Inclusion Base placements should have clear reasons, intended outcomes, entry and exit criteria, parent and pupil involvement where appropriate, SEND and safeguarding consideration, curriculum continuity, review dates, success criteria and a planned pathway back to mainstream lessons or other suitable provision.

Inclusion provision must not become a long-term destination by default. Schools should monitor attendance, behaviour, academic progress, wellbeing, reintegration success, pupil voice, parent feedback and any disproportionate use for pupils with SEND, disadvantaged pupils or other vulnerable groups.

## 20. Restrictive Intervention and Use of Force

Where a suspension, internal suspension, safeguarding separation or permanent exclusion follows an incident involving restrictive intervention, seclusion or the use of force, leaders must refer to DfE *Restrictive interventions, including use of reasonable force, in schools* (April 2026), DfE *Keeping Children Safe in Education 2026* and the Trust Positive Handling or Restrictive Intervention procedures. Records should evidence antecedents, prevention and de-escalation attempted, the necessity and proportionality of the intervention, reasonable adjustments, SEND implications, safeguarding implications, pupil and staff support, parent reporting and any required recording or review.

Restrictive intervention, use of force and seclusion are not disciplinary routes under this policy and must never be used as substitutes for suspension, permanent exclusion or safeguarding separation.

## 21. Off-Site Direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve future behaviour. It is a preventative measure, not a sanction or punishment for past misconduct. It should only be used where in-school interventions and/or outreach have been unsuccessful or are inappropriate, and where the placement is in the pupil's best interests. Statutory guidance contains specific provisions for off-site direction.

Any off-site direction must be supported by a written record showing previous interventions considered or attempted, the rationale for the placement, objectives, pupil and parent views where appropriate, SEND and safeguarding considerations, review arrangements and reintegration planning.

Parents, and the Local Authority where the pupil has an EHCP, must receive written notice no later than two school days before the placement begins. The notice should include the address, who the pupil should report to, duration, reasons and objectives, and session timings. The relevant WCC will keep the placement under review and the school will hold review meetings at appropriate intervals.

Off-site direction arrangements should remain under active review throughout the placement. Schools should ensure that placements continue to meet their intended objectives, remain in the pupil's best interests and support successful reintegration wherever appropriate. Review arrangements should be proportionate to the needs of the pupil and involve parents, carers, the receiving provider and relevant professionals as necessary. Schools should maintain appropriate records of decisions, progress, outcomes and future planning throughout the placement.

## 22. Managed Moves

A managed move is a voluntary process leading to the permanent transfer of a pupil to another mainstream school. It may be used only where it is in the pupil's best interests and agreed by the parents, the home school and the admitting authority of the receiving school.

Managed moves must not be coerced, used as a punishment, used as a trial move or presented as the only alternative to permanent exclusion. A pupil must not be permanently excluded because a parent or pupil does not agree to a managed move. Where the pupil has an EHCP, the Local Authority must be contacted before any move is agreed so that the statutory process for amending the plan can be followed. It is important that clear records of conversations are kept in respect of managed moves.

## **22A. Information Sharing and Transition Planning**

Where pupils are supported through off-site direction, managed moves, alternative provision, Inclusion Bases or other planned transitions, schools should ensure that relevant information is shared appropriately, lawfully and proportionately with receiving providers and professionals. This may include information relating to attainment, attendance, safeguarding, SEND, health needs, successful strategies, risk assessments and support arrangements. Where safeguarding information is shared, it should distinguish current concerns from historic information, identify ongoing support needs and be shared securely so that receiving settings can assess risk and support the pupil effectively. Effective information sharing should support continuity of education, safeguarding, wellbeing and successful reintegration or transition planning.

## **23. Permanent Exclusion**

The decision to exclude a pupil permanently is a very serious one and should 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 in the school.

A pupil can be permanently excluded for a single very serious incident, even if they have no previous history of breaching the school behaviour policy. Each decision must be made with careful consideration of the circumstances, including any additional needs, vulnerabilities, safeguarding issues and reasonable adjustments.

Headteachers should seek support from the DDCEO when considering a permanent exclusion. The DCEO's role is to provide support, challenge, advice and Trust oversight. The decision remains with the Headteacher, subject to the review function of the Governance Disciplinary Committee (GDC).

The record of decision should clearly show why the legal threshold is considered to be met, what evidence was considered, what alternatives were considered, and how SEND, safeguarding, equality and inclusion factors informed the decision.

## **24. Governance Disciplinary Committee and Independent Review Panel**

Within WeST the function of considering reinstatement is discharged by a Governance Disciplinary Committee (GDC) of West Community Council members. The GDC must consider reinstatement within 15 school days where the decision is a permanent exclusion, where a suspension would bring the pupil's total number of school days out of school to more than 15 in a term, or where the suspension or exclusion would result in the pupil missing a public examination or national curriculum test.

Where the GDC upholds a permanent exclusion, parents have the right to apply for the decision to be reviewed by an Independent Review Panel. Parents may request that a SEN expert be appointed to advise the panel, regardless of whether the pupil has recognised SEN.

## **24A. Participation in Meetings and Review Processes**

The Trust is committed to ensuring that review, representation and governance processes are accessible and inclusive. Where practical and appropriate, reasonable adjustments should be considered to support participation by pupils, parents, carers and professionals, including alternative methods of engagement where attendance in person may not be possible. Schools and governance representatives should seek to ensure that all parties are able to contribute meaningfully to the relevant process and that decisions are made in a fair, transparent and lawful manner.

## 25. Taking Account of Individual Pupil Needs

WeST recognises its legal duties under the Equality Act 2010, the *SEND Code of Practice: 0 to 25 years*, DfE *Keeping Children Safe in Education 2026* and the July 2026 DfE suspension and permanent exclusion statutory guidance. The Trust is committed to ensuring that behaviour policies are applied fairly, proportionately and without discrimination.

There will be circumstances in which some pupils need to be treated differently from others when applying consequences. Schools must be able to evidence the reasonable adjustments, support and reviews that have informed decision-making where SEND, disability, safeguarding or other vulnerability is relevant. Staff should use support from the school SENCO, DSL and the WeST Lead Practitioner for Inclusion as appropriate.

Repeated sanctions, repeated removals, repeated internal suspensions or repeated suspensions should trigger consideration of unmet need, the graduated response and whether further assessment, support or review is required.

## 26. Governance Oversight of Pupil Movement

West Community Councils and the Trust routinely challenge and evaluate what school data indicates about pupil movement. This includes suspension, permanent exclusion, off-site direction, managed moves, safeguarding separation, Inclusion Base use, internal suspensions and part-time timetables.

- repeat suspensions, removals and internal suspensions;
- patterns affecting pupils with SEND, disadvantaged pupils, looked-after children, children with a social worker and pupils sharing protected characteristics;
- use, duration and impact of Inclusion Bases and internal alternative provision;
- off-site direction placements and review arrangements;
- managed moves, including whether they are voluntary and in the pupil's best interests;
- reintegration outcomes and repeat incidents following return;
- possible indicators of off-rolling or informal exclusion;
- whether patterns suggest unmet need, weaknesses in provision or further support required.

The Trust will review patterns across schools, provide support and challenge, and escalate strategic concerns where necessary. This does not replace the responsibility of the school for lawful local implementation and review, with local governance oversight.

In carrying out oversight responsibilities, West Community Councils and the Trust should consider not only the frequency of suspension, exclusion and other forms of pupil movement, but also the effectiveness of inclusion strategies, reintegration arrangements and early intervention approaches. This oversight should promote equitable outcomes, identify emerging needs, monitor patterns affecting vulnerable groups and support schools to continually strengthen inclusive practice.

## 27. Complaints and Review Routes

In line with the July 2026 DfE suspension and permanent exclusion statutory guidance and the relevant Trust complaints procedures, different routes carry different rights of review, and these should be made clear to parents at the point of decision.

| Route                              | Review or complaints route                                                                                                                                                                      |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suspension and permanent exclusion | Parents may make representations to have any suspension reviewed by the WCC and will be invited to an GDC. For an upheld permanent exclusion, parents may apply to an Independent Review Panel. |
| Off-site direction                 | Parents may request a formal review meeting as set out in this policy.                                                                                                                          |
| Safeguarding separation            | No statutory exclusion review route. Concerns may be raised through the school complaints procedure, Local Authority involvement and WCC oversight where appropriate.                           |
| Managed move                       | No statutory exclusion review route because the move must be voluntary. Concerns may be raised through the school's complaints procedure.                                                       |
| Inclusion Base / internal AP       | Concerns should be addressed through the school's pastoral, SEND or complaints processes as appropriate.                                                                                        |

## 28. Monitoring and review

This policy will be reviewed annually. The next scheduled review date for this policy is September 2027. All members of staff will be required to familiarise themselves with this policy as part of their induction programme.

## Reference list with URLs

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## KCSIE 2026

DfE *Keeping Children Safe in Education 2026* is statutory guidance for schools and colleges. It applies from **1 September 2026** and replaces the September 2025 version. This policy has been updated to reflect the 2026 safeguarding expectations most relevant to suspension, permanent exclusion, safeguarding separation, pupil movement, information sharing and transition planning.

Direct PDF:

[Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)