

BEHAVIOUR AND ATTENDANCE

Suspension and Permanent Exclusion Policy

Lawful, proportionate and child-centred decision-making



Approved: September 2026
Review Date: September 2027

Our Vision

At Great Leighs Primary School, we want every child to feel safe, valued, respected and ready to learn.

Grow • Learn • Persevere • Succeed

We believe that behaviour is learned and that positive relationships, clear expectations and consistent support enable children to flourish. Suspension and permanent exclusion are not behaviour management strategies in themselves; they are serious sanctions that may be used only when all other reasonable approaches have been considered or where immediate action is required to protect the safety, welfare and education of others.

1. Statement of Intent

Great Leighs Primary School is committed to maintaining a safe, calm and purposeful learning environment where all pupils can succeed.

We recognise that behaviour is a form of communication and that some pupils may require additional support, intervention and reasonable adjustments to meet expectations. Our approach is underpinned by:

- Relationships Matter
- Behaviour is Taught
- Consistency Matters
- High Expectations for All
- Connection Before Correction
- Restore and Repair

These principles guide all decision-making, including decisions relating to suspension and permanent exclusion. Suspension and exclusion will always be used lawfully, proportionately, fairly and as a last resort.

2. Legal Framework

This policy is based on:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010

- School Discipline (Pupil Exclusions and Reviews) Regulations
- DfE statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective 26 July 2026
- DfE Behaviour in Schools Guidance
- SEND Code of Practice

This policy should be read alongside:

- Behaviour and Relationships Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Attendance Policy
- Equality Information and Objectives

3. Definitions

Suspension

A suspension is the temporary removal of a pupil from school for disciplinary reasons.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

Permanent Exclusion

A permanent exclusion is the removal of a pupil from the school roll.

A pupil will only be permanently excluded:

- in response to a serious breach or persistent breaches of the Behaviour and Relationships Policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Internal Suspension

The school may use an internal suspension as a protective consequence where appropriate.

This remains part of the school's graduated behaviour response and does not constitute a formal suspension.

4. Principles Underpinning Decisions

Before any decision regarding suspension or exclusion is made, the Headteacher will consider:

- The seriousness of the incident.
- The safety and welfare of pupils and staff.
- The impact on the wider school community.
- The pupil's individual circumstances.
- Whether reasonable adjustments have been made.
- Whether additional support has been considered.
- Whether suspension is likely to improve outcomes.
- Whether exclusion is lawful, reasonable and proportionate.

The Headteacher will apply the civil standard of proof:

5. Preventative and Early Intervention Measures

The school aims to prevent suspension and exclusion through:

- Positive relationships
- Explicit teaching of behaviour
- Restorative approaches
- Graduated support
- Individual behaviour plans
- Adult Response Plans
- Risk assessments
- SEND support
- SEMH support
- Early Help
- Multi-agency working
- Engagement with parents

Suspension or exclusion will normally only be considered after relevant support strategies have been explored unless the behaviour is sufficiently serious to require immediate action.

6. Pupils with SEND and Additional Needs

The school recognises that behaviour may be linked to:

- SEND
- SEMH needs
- Neurodiversity
- Attachment difficulties
- Trauma
- Communication needs
- Temporary emotional difficulties

When considering suspension or exclusion, the Headteacher will carefully consider whether:

- Reasonable adjustments have been implemented.
- Appropriate support has been provided.
- The graduated response has been followed.
- Additional assessments are required.
- External agency support should be involved.

High expectations remain in place for all pupils; however, support may need to be personalised.

7. Grounds for Suspension or Permanent Exclusion

The following behaviours may result in suspension or permanent exclusion:

- Physical aggression
- Physical assault
- Bullying

- Racist behaviour
- Homophobic behaviour
- Discriminatory behaviour
- Sexualised language or behaviour
- Threatening behaviour
- Deliberate damage to property
- Repeated serious defiance
- Possession of prohibited items
- Leaving the school site without permission
- Behaviour placing others at significant risk
- Persistent breaches of the Behaviour and Relationships Policy

Each case will be considered on its own merits.

8. The Headteacher's Authority

Only the Headteacher may suspend or permanently exclude a pupil.

The Headteacher may:

- Suspend a pupil.
- Permanently exclude a pupil.
- Cancel a suspension or exclusion where permitted within statutory guidance.
- Direct a pupil off-site as part of an agreed strategy to improve behaviour.

The school will never use informal or unofficial exclusions. Pupils will not be sent home to "cool off".

9. Recording and Investigation

Before deciding on a suspension or exclusion, the school will:

- Gather evidence.
- Speak to relevant witnesses where appropriate.
- Provide the pupil with an opportunity to explain their account.
- Consider safeguarding concerns.
- Consider SEND and equality implications.

All incidents leading to suspension or exclusion will be recorded on CPOMS and relevant school records. Risk assessments and support plans will also be updated where appropriate.

10. Communication with Parents

Parents will be informed without delay of:

- The decision.
- The reasons.
- The duration of any suspension.
- Their rights of representation.
- Arrangements for educational provision.
- Arrangements for reintegration.

Written communication will follow statutory requirements.

11. Education During Suspension

The school will:

- Set and mark work during the first five school days of a suspension or permanent exclusion and ensure it is accessible, unless alternative provision starts earlier.
 - Work with the Local Authority regarding alternative provision where required.
 - Ensure suitable education is arranged from the sixth school day where legislation requires this.
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12. Reintegration Following Suspension

The purpose of a suspension is not simply to remove a pupil from school but to support successful reintegration.

Following any suspension, a reintegration meeting will normally take place involving:

- Parent/carer
- Pupil
- Class teacher
- Senior leader where appropriate

The meeting will:

- Review the incident.
- Identify any support required.
- Consider reasonable adjustments.
- Establish expectations.
- Plan a successful return to learning.

The school's focus remains on restoring relationships and preventing future incidents.

13. Governors' Responsibilities

The Governing Board will fulfil all statutory responsibilities relating to suspensions and exclusions including:

- Receiving notification of exclusions.
 - Considering reinstatement where required by law.
 - Reviewing relevant evidence.
 - Ensuring decisions are fair, lawful and proportionate.
 - Monitoring exclusion data.
 - Challenging patterns and identifying opportunities for improvement.
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14. Equality and Inclusion

Great Leighs Primary School is committed to reducing the need for suspension and permanent exclusion through:

- Inclusive practice

- Early intervention
- High-quality teaching
- Restorative approaches
- Strong relationships
- Partnership working with families
- Appropriate SEND provision

Leaders and governors will monitor suspension and exclusion data regularly to ensure that decisions are equitable, proportionate and free from discrimination.

14A. Statutory procedure from 26 July 2026

The Headteacher will notify parents in writing without delay and notify the governing board and local authority in the circumstances and timescales set by the statutory guidance. Where the pupil has a social worker or is looked after, the social worker and/or Virtual School Head will also be notified without delay and involved in relevant meetings.

For a suspension, the Governing Board is responsible for suitable full-time education from the sixth school day. For a permanent exclusion, the local authority is responsible from the sixth school day. The school will cooperate so provision begins on time.

A safeguarding separation is a short, exceptional, non-disciplinary separation used only where necessary to protect pupils while safeguarding action is taken. It will not be recorded or used as a suspension, will be no longer than necessary, and education, welfare, review and parental communication arrangements will be recorded.

The Headteacher may cancel a suspension or permanent exclusion only where permitted by the statutory guidance and before the governing board has met to consider reinstatement. A permanent exclusion cannot be cancelled where the pupil has already been excluded for more than 45 school days in the school year, or would exceed that limit when earlier exclusion days are counted. Parents, the governing board, local authority, social worker and Virtual School Head will be notified as applicable, and the pupil will be offered reintegration support.

- The governing board will consider reinstatement whenever required by law, allow parents and the pupil to make representations, take account of the pupil's age and understanding, and provide a reasoned written decision with review rights.
- The school will not use managed moves as trial placements or use off-site direction to avoid the statutory suspension or exclusion process.
- Permanent exclusion remains a last resort and the two-part statutory test must be satisfied.

15. Monitoring and Review

The Headteacher will report suspension and exclusion data to governors at least termly.

Data monitoring will include:

- Numbers of suspensions.
- Repeat suspensions.
- Permanent exclusions.
- Vulnerable groups.
- SEND representation.
- Equality considerations.
- Effectiveness of preventative interventions.

This policy will be reviewed annually.

Great Leighs Commitment

At Great Leighs Primary School, we believe that every child can succeed.

Where difficulties arise, our first response will always be to understand, support, teach and restore. Suspension and permanent exclusion remain measures of last resort, used only where necessary to protect the safety, welfare and education of others while maintaining our commitment to inclusion, dignity and respect for every child.

The governing board will consider reinstatement whenever required by law, allow parents and the pupil to make representations, take account of the pupil's age and understanding, and provide a reasoned written decision with review rights.

The school will not use managed moves as trial placements or use off-site direction to avoid the statutory suspension or exclusion process.

Permanent exclusion remains a last resort and the two-part statutory test must be satisfied.