



# SUSPENSION & PERMANENT EXCLUSION POLICY

Date approved by Governors: June 2026  
Review period: Annual

## Suspension and Permanent Exclusion Policy

### 1. Rationale and Principles

At Uplands Manor Primary School, we are committed to a **relational, inclusive and trauma-informed approach to behaviour**. Suspension and permanent exclusion are used **only as a last resort**, in line with statutory guidance, and never as a substitute for appropriate support.

We are committed to:

- Ensuring **lawful, fair and proportionate decision-making**
- Safeguarding the **welfare, dignity and rights** of all pupils
- Reducing exclusion through **early intervention and targeted support**
- Preventing **disproportionate impact** on vulnerable groups (e.g. SEND, SEMH, pupils with a social worker)
- Ensuring **no off-rolling practices**
- Supporting pupils to remain in education and **avoid NEET outcomes**

### 2. Legal Framework and Guidance

This policy is based on:

- *Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England (DfE, September 2023)*
- Education Act 2002 (as amended)
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Keeping Children Safe in Education (current)
- Ofsted School Inspection Handbook (current)

### 3. Definitions

- **Suspension:** Temporary removal from school for a fixed period (previously fixed-term exclusion)
- **Permanent Exclusion:** Removal from the school roll
- **Off-site Direction:** Temporary placement in another setting for behaviour improvement
- **Managed Move:** Permanent transfer agreed by all parties
- **Parent:** Any person with parental responsibility or care of the child

### 4. Core Expectations (Ofsted-Ready Standards)

The school ensures that:

- Exclusion is **never used for non-disciplinary reasons** (e.g. attainment, SEND needs)
- **Reasonable adjustments** are made for pupils with SEND
- Decisions are **evidence-based and proportionate**
- Safeguarding and contextual factors are **fully considered**
- Pupils' voices are **actively sought and valued**
- There is a clear **graduated response** before exclusion

### 5. Roles and Responsibilities

#### 5.1 Headteacher

The Headteacher (or delegated senior leader) is responsible for decisions to suspend or permanently exclude. A decision will only be made where:

- There has been a **serious or persistent breach** of the behaviour policy; and
- Remaining in school would **seriously harm the education or welfare of others**

Before making a decision, the Headteacher will:

- Consider all evidence using the **balance of probabilities**
- Seek the pupil's views (with advocacy where needed)
- Consider:
  - SEND and disability
  - SEMH needs and trauma history
  - Safeguarding risks
  - Whether the pupil has a social worker / is LAC
- Review whether **all alternative strategies** have been exhausted (e.g. pastoral support, AP, managed move)

**Permanent exclusion will only be used as a last resort.**

## 5.2 Communication Duties

Parents will be informed **without delay** (verbally and in writing), including:

- Reason(s) for exclusion
- Length (or confirmation of permanence)
- Right to make representations
- Arrangements for education
- Meeting and appeal rights

Where relevant, the school will also inform:

- Local Authority (all exclusions)
- Social worker
- Virtual School Head (for looked-after children)

## 5.3 Governing Board

The governing board will:

- Review exclusions within statutory timescales
- Ensure decisions are **lawful, reasonable and fair**
- Consider safeguarding and pupil welfare
- Monitor exclusion data, including:
  - Patterns by vulnerable group
  - Potential disproportionality
  - Impact of interventions

## 5.4 Local Authority

The Local Authority will:

- Arrange full-time education from **day 6** of exclusion
- Support pupils with social workers or LAC status **from day 1 where possible**

## 6. Safeguarding and Inclusion Expectations

The school will ensure:

- Exclusion decisions **do not place children at increased risk**
- Multi-agency involvement where appropriate
- Full compliance with **Equality Act duties**
- No child is excluded due to unmet SEND needs

Any exclusion involving a vulnerable child will trigger:

- **A pastoral review**
- Consideration of **EHCP assessment or review**
- **Multi-agency planning**

## 7. Reintegration and Support

Following suspension, the school will:

- Implement an **individual reintegration plan**
- Hold a **reintegration meeting**
- Provide:
  - Pastoral support
  - Behaviour mentoring
  - Reasonable adjustments
  - External agency involvement where appropriate

Modified timetables:

- Are **time-limited**
- Used only where necessary
- Not used as a behaviour management tool

## 8. Prevention and Early Intervention

To reduce exclusion, the school prioritises:

- Strong **universal provision (Quality First Teaching)**
- Early identification of SEMH needs
- Targeted interventions
- Engagement with families
- Use of:
  - Behaviour support plans
  - Risk assessments
  - Multi-agency working

## 9. Off-Rolling (Explicit Statement)

The school strictly prohibits off-rolling.

We will never:

- Remove a pupil from roll without due process
- Encourage parents to electively home educate to avoid exclusion
- Use exclusion due to:
  - Academic attainment
  - Attendance concerns
  - SEND needs

Any such practice would be unlawful and a safeguarding concern.

## 10. Monitoring, Accountability and Impact

The school will termly analyse:

- Suspension and exclusion rates
- Persistent patterns or trends
- Disproportionality by:
  - SEND
  - Gender
  - Ethnicity
  - Vulnerability indicators

Leaders and governors will:

- **Challenge and evaluate impact**
- Adjust provision where disparities are identified
- Report on inclusion and behaviour trends

## **11. Equality and SEND Compliance**

The school ensures:

- Full compliance with the **Equality Act 2010**
- Reasonable adjustments for pupils with disabilities
- Alignment with **SEND Code of Practice**
- Consideration of whether behaviour: “is a manifestation of unmet need”

## **12. Policy Review**

This policy will be reviewed **annually** and updated in line with:

- Changes to statutory guidance
- Ofsted expectations
- Internal monitoring findings

## **13. Linked Policies**

- Behaviour Policy
- SEND Policy
- Safeguarding / Child Protection Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions