GREAT BINFIELDS PRIMARY SCHOOL

Suspension and Permanent Exclusion Policy

Document Control

Item	Details
Policy Version	1.0
Responsible	Senior Leadership Team
Approved By	Governing Board
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Statutory Guidance Reference	*School suspensions and permanent exclusions* (effective from 26 July 2026)

1. Policy Statement

At Great Binfields Primary School, we are committed to providing a safe, supportive and inclusive learning environment where every child can thrive.

We recognise that behaviour is a form of communication and are committed to understanding the needs, experiences and circumstances that may influence a child's behaviour. Wherever possible, we will work restoratively with pupils, families and other professionals to provide support and maintain inclusion before considering suspension or permanent exclusion.

Suspension and permanent exclusion are serious measures and will only be used when all reasonable alternatives have been considered, or where a serious incident makes such action necessary.

The school is committed to ensuring that the suspension and exclusion process is applied fairly, consistently, lawfully and with due regard for pupils' individual circumstances, including any Special Educational Needs and Disabilities (SEND).

2. Aims

This policy aims to:

- Ensure suspension and permanent exclusion procedures are applied fairly and consistently.
- Help staff, governors, parents and pupils understand the process.
- Maintain a safe and positive learning environment.
- Support pupils to remain engaged in education.
- Ensure all decisions are lawful, reasonable and proportionate.
- Promote early intervention and preventative support wherever possible.

3. Legal Framework

This policy is based on:

- Suspension and permanent exclusion statutory guidance issued by the Department for Education.
- Education Act 2002.
- Education and Inspections Act 2006.
- Education Act 2011.
- Equality Act 2010.
- Children and Families Act 2014.
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

4. Definitions

Suspension

A suspension is when a pupil is removed from school for a fixed period. This may be for part of a school day, one or more full school days, or exceptionally for a longer fixed period.

Permanent Exclusion

A permanent exclusion is when a pupil is removed from the school roll and will not return to Great Binfields Primary School.

Managed Move

A permanent transfer to another school undertaken with the agreement of all parties and used as an alternative to permanent exclusion where appropriate.

Off-Site Direction/Alternative Provision

A temporary placement at another educational setting to support a pupil's behaviour and educational needs.

Parent

A person with parental responsibility for a child or who has care of that child.

5. Principles

The school will:

- Use suspension and permanent exclusion only when necessary.
- Consider each case individually.
- Take account of the age, understanding and circumstances of the pupil.
- Consider whether SEND, safeguarding concerns, trauma or vulnerability have contributed to the behaviour.
- Seek and consider the pupil's views where appropriate.
- Make decisions based on the balance of probabilities and available evidence.
- Apply this policy consistently and fairly.

The school recognises that suspension and permanent exclusion are serious interventions. Permanent exclusion will normally only be considered after a range of supportive strategies, reasonable adjustments and interventions have been explored, unless a one-off serious incident makes immediate permanent exclusion necessary.

Decisions will be lawful, reasonable, proportionate and made in the best interests of the school community.

6. Off-Rolling and Informal Exclusions

Great Binfields Primary School will not engage in off-rolling or any form of unlawful exclusion.

The school will never:

- Remove a pupil from roll without following the correct legal process.
- Encourage parents to remove their child from the school roll to improve outcomes, attendance or performance data.
- Exclude a pupil because of SEND, disability, additional needs or poor academic attainment.
- Use managed moves or alternative provision solely to avoid exclusion procedures.
- Send a pupil home informally to "cool off".
- Ask parents to keep a child at home without formally recording a suspension.
- Reduce a pupil's timetable without appropriate planning, review and agreement processes.

Any decision to remove a pupil from school for disciplinary reasons will be formally recorded in accordance with statutory guidance.

7. Internal Exclusion

For the purposes of this policy, the term Internal Exclusion refers to a temporary removal from a pupil's usual classroom or peer group whilst remaining under the supervision of school staff and continuing to receive education.

Internal Exclusion forms part of the graduated support and consequence framework outlined in the school's Relational Inclusion Policy and will normally be considered before suspension unless the seriousness of the incident requires a more significant response.

An Internal Exclusion may be used where a pupil's behaviour has significantly disrupted learning, affected the safety or wellbeing of others, or where a period of separation from their peers is necessary to support reflection and prevent further escalation.

An Internal Exclusion is not a suspension. The pupil remains on the school site, under the supervision of school staff, and will continue to receive appropriate educational provision.

Internal Exclusion may be used when:

- A serious incident has occurred but does not warrant suspension.
- There have been repeated breaches of the expectations outlined in the Relational Inclusion Policy.
- Time is required for staff to investigate an incident.
- A pupil requires a period of supported reflection before returning to class.
- The school believes an Internal Exclusion is a more appropriate and proportionate response than a suspension.

During an Internal Exclusion:

- The pupil will work in a designated area away from their usual class or peer group.
- Suitable educational work will be provided.
- The pupil will remain supervised at all times.
- Staff will seek opportunities to discuss the incident, repair relationships where appropriate and support successful reintegration.
- Consideration will be given to any SEND, safeguarding needs or other vulnerabilities.
- Access to breaks, lunch and other aspects of the school day may be adapted where necessary to ensure safety and support successful reintegration.

Parents will normally be informed when an Internal Exclusion is used and will be advised of the reasons for the decision and the planned duration of the intervention.

The length of an Internal Exclusion will be proportionate to the circumstances and will usually be as short as possible.

Where there are repeated Internal Exclusions, school leaders will consider whether:

- Additional pastoral support is required.
- Further assessment of SEND needs may be appropriate.
- Reasonable adjustments should be reviewed.
- Multi-agency involvement is required.
- Alternative interventions or support plans should be implemented.

The use of Internal Exclusions will be recorded and monitored by school leaders to ensure they are applied fairly, consistently and in accordance with the school's Relational Inclusion Policy, Equality Act duties and safeguarding responsibilities.

8. Decision to Suspend or Permanently Exclude

Only the Headteacher, or in their absence the Acting Headteacher, may suspend or permanently exclude a pupil.

Before making a decision, the Headteacher will consider:

- The evidence relating to the incident.
- Whether the expectations and standards set out in the school's Relational Inclusion Policy have been breached.
- The seriousness of the incident.
- Whether the behaviour was provoked.
- The pupil's account of events.
- Any safeguarding concerns.
- Any SEND or additional needs.
- Whether alternative interventions and support have been considered.

Suspension may be used:

- To address a serious breach of the expectations set out in the Relational Inclusion Policy.
- To signal that behaviour is unacceptable.
- Where time is needed to plan support and reintegration arrangements.

Permanent Exclusion may be used:

- In response to a serious breach or persistent breaches of the school's Relational Inclusion Policy; and
- Where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.

Permanent exclusion will normally be considered only after appropriate support, interventions and reasonable adjustments have been explored, unless the seriousness of a specific incident justifies immediate permanent exclusion.

9. Consideration of SEND and Vulnerable Pupils

Before suspending or permanently excluding a pupil, the school will carefully consider whether:

- The pupil has SEND.
- The pupil has an Education, Health and Care Plan (EHCP).
- Additional support or reasonable adjustments are required.
- The pupil has a social worker.
- The pupil is looked after or previously looked after.

Where appropriate, the school will work with parents, the Local Authority and other agencies to identify alternative support and interventions.

Where a pupil with an EHCP experiences repeated suspensions or Internal Exclusions, the school will consider whether an early review of the EHCP should be requested.

Where a pupil has a social worker, is looked after or previously looked after, the school will involve the relevant professionals as early as possible when considering support, suspension, reintegration arrangements or permanent exclusion.

10. Cancellation of a Suspension or Permanent Exclusion

The Headteacher may cancel a suspension or permanent exclusion where additional information becomes available or circumstances change.

A suspension or permanent exclusion may only be cancelled if the Governing Board has not yet met to consider the decision.

When a suspension or permanent exclusion is cancelled, the school will notify:

- Parents.
- The Governing Board.
- The Local Authority.
- Any other relevant professionals without delay.

The school will maintain an accurate record of the original decision and the subsequent cancellation.

11. Informing Parents

Parents will be informed without delay when a suspension or permanent exclusion is issued.

Written notification will explain:

- The reason for the decision.
- The length of a suspension or details of a permanent exclusion.
- Parents' rights to make representations.
- Arrangements for education during the exclusion period.
- Requirements relating to a pupil's presence in a public place during the first five school days.

Where alternative provision is arranged, details will be provided as soon as possible.

12. Education During a Suspension or Exclusion

The school will provide suitable work for the first five school days of a suspension.

Where required by law:

- Suitable full-time alternative provision will be arranged from the sixth school day of a suspension.

- For permanently excluded pupils, the Local Authority is responsible for arranging suitable full-time education from the sixth school day.
- Earlier provision may be arranged where appropriate.

13. Role of the Governing Board

The Governing Board will consider suspensions and permanent exclusions within statutory timescales and in accordance with current Department for Education guidance and relevant regulations.

Where required by legislation, a committee of governors will:

- Review all relevant evidence.
- Consider representations from parents.
- Consider the interests and circumstances of the pupil.
- Consider the welfare and safety of other pupils and staff.
- Determine whether the suspension or permanent exclusion was lawful, reasonable and procedurally fair.

The Governing Board may:

- Reinstate the pupil immediately.
- Reinstate the pupil from a specified date.
- Decline to reinstate the pupil.

14. Independent Review

Where a Governing Board upholds a permanent exclusion, parents have the right to request an Independent Review Panel.

Applications should normally be made within 15 school days of notification of the Governing Board's decision.

Parents may also request that a SEND expert attend the review.

15. Reintegration Following Suspension

The school believes every pupil deserves a positive fresh start following a suspension.

Following a suspension, the school will usually hold a reintegration meeting involving:

- The pupil.
- Parents.
- A senior member of staff.
- Relevant professionals where appropriate.

The purpose of the meeting will be to:

- Review the circumstances leading to the suspension.
- Understand any underlying factors contributing to the behaviour.

- Identify reasonable adjustments or support required.
- Agree strategies to support successful reintegration.
- Reduce the risk of further suspensions.
- Consider opportunities for restorative conversations and relationship repair where appropriate.

Wherever appropriate, restorative conversations and relationship repair strategies will form part of the reintegration process.

A reintegration plan may include:

- Clear behaviour expectations.
- Pastoral support.
- Additional SEND support.
- Referral to external agencies.
- Monitoring arrangements.
- Regular communication between home and school.

A pupil will not be prevented from returning to school solely because a parent is unable to attend a reintegration meeting.

16. School Records and Registers

The school will maintain accurate records of all suspensions and permanent exclusions.

The school will:

- Complete all statutory reporting requirements.
- Use attendance codes correctly.
- Submit returns to the Local Authority as required.
- Retain records of decisions made by the Headteacher and Governing Board.

All records will be maintained in accordance with data protection and record retention requirements.

17. Monitoring and Review

The Headteacher will monitor:

- The number of suspensions and permanent exclusions.
- Repeat suspensions.
- The number, duration and outcomes of Internal Exclusions.
- The effectiveness of behaviour interventions.
- Reintegration outcomes.
- Patterns of Internal Exclusions relating to SEND, looked-after status and protected characteristics.
- Trends relating to age, sex, ethnicity, disability, SEND status, looked-after status and other protected characteristics.

The Governing Board will regularly review exclusion information to identify any disproportionality, ensure equality of opportunity and confirm that this policy is being applied fairly, consistently and lawfully across the school.

17. Related Policies

This policy should be read alongside:

- Relational Inclusion Policy
- SEND Policy
- SEN Information Report
- Safeguarding and Child Protection Policy
- Attendance Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy

Policy Statement for Publication

Great Binfields Primary School is committed to ensuring that suspensions and permanent exclusions are used only when necessary, are applied fairly and consistently, and are supported by robust processes that promote reintegration, inclusion and positive outcomes for all pupils.

GREAT BINFIELDS PRIMARY SCHOOL

POST-SUSPENSION REINTEGRATION PLAN

Supporting a Positive Return to School

This Reintegration Plan should be completed following any suspension. It supports a successful return to school through agreed actions, support, monitoring arrangements and restorative practice.

The purpose of this plan is to:

- Support a successful return to school.
- Identify any underlying factors contributing to the suspension.
- Agree appropriate support and reasonable adjustments.
- Clarify expectations for the pupil, parents/carers and school staff.
- Promote positive relationships and engagement with learning.
- Reduce the likelihood of future suspensions.

PUPIL DETAILS

Pupil Name	_____
Date of Birth	_____
Year Group	_____
Class Teacher	_____
Date(s) of Suspension	_____
Date of Reintegration Meeting	_____
Date of Return to School	_____
Named Key Adult	_____

MEETING ATTENDEES

Name	Role

SECTION 1: SUMMARY OF THE SUSPENSION

Provide a factual summary of the incident(s) leading to the suspension.

SECTION 2: PUPIL VOICE AND REFLECTION

Pupil's View

Provide a summary of the pupil's perspective.

Reflection and Learning

What has the pupil learned from this experience?

SECTION 3: UNDERLYING FACTORS

Have any of the following contributed to the incident?

☐ Friendship difficulties

☐ Emotional wellbeing concerns

☐ Emotional regulation difficulties

☐ Anxiety

☐ Family circumstances

☐ Attendance concerns

☐ SEND needs

☐ Communication difficulties

☐ Learning needs

☐ Safeguarding concerns

☐ Other

Additional Information

SECTION 4: REVIEW OF NEEDS

Consideration	Yes	No
SEND support reviewed	☐	☐
Reasonable adjustments considered	☐	☐
Safeguarding reviewed	☐	☐
Early Help considered	☐	☐
External agency support required	☐	☐
EHCP review considered (where applicable)	☐	☐

Notes

SECTION 5: REINTEGRATION SUPPORT PLAN

Support to be Provided by School

☐ Daily check-in/check-out

☐ Named trusted adult

☐ Pastoral support

☐ Emotional regulation support

☐ Social skills support

☐ Lunchtime/playtime support

☐ Behaviour mentoring

☐ Individual support plan

☐ SEND intervention

☐ Risk assessment

☐ External agency involvement

☐ Additional monitoring

☐ Other _____

Details of Support

RESTORATIVE ACTIONS

Identify any restorative meetings, conversations or relationship-repair actions that will support successful reintegration.

SECTION 7: AGREED EXPECTATIONS

The Pupil Agrees To:

• Follow adult instructions.

• Treat others with respect.

• Use agreed regulation or support strategies.

• Seek support when needed.

• Follow the expectations set out within the school's Relational Inclusion Policy.

Additional Agreed Expectations

SECTION 8: TARGETS FOR SUCCESS

Target	Success Criteria	Review Date

SECTION 9: SUPPORT FROM HOME

Parents/Carers have agreed to support the plan by:

SECTION 10: MONITORING ARRANGEMENTS

Review Frequency

☐ Daily

☐ Weekly

☐ Fortnightly

☐ Other _____

Named Lead Member of Staff

Date of First Review Meeting

SECTION 11: REVIEW OUTCOME

Progress Since Returning to School

Further Actions Required

Outcome

☐ Reintegration successfully completed

☐ Continue monitoring

☐ Additional pastoral support required

☐ SENCO involvement required

☐ Early EHCP review required

☐ External agency referral required

☐ Further review meeting required

☐ Other _____

AGREEMENT

The purpose of this plan is to support the pupil's successful reintegration into school and to promote positive engagement with learning, relationships and school life. All parties agree to work collaboratively towards the actions identified within this plan.

Pupil

Name: _____

Signature: _____

Date: _____

Parent/Carer

Name: _____

Signature: _____

Date: _____

School Representative

Name: _____

Role: _____

Signature: _____

Date: _____

NEXT REVIEW DATE

LEAD MEMBER OF STAFF

Confidentiality Notice

This document contains personal information and must be stored securely in accordance with the school's Data Protection Policy and applicable data protection legislation.