



Suspension and Permanent Exclusions Policy

Date	Review Date	Lead	Nominated Governor
November 2024	November 2025	Geraldine Valentin	Suvir Rai

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 2002 and 2011
- Anti-social Behaviour Act 2003
- Education and Inspections Act 2006
- Education (Pupil Exclusions and Appeals) (Miscellaneous Amendments) (England) Regulations 2006
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
 - Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014

The following documentation is also related to this policy:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We strongly believe in good discipline as we feel it is essential to ensure that all pupils can benefit from the educational and social opportunities that the school offers. The exclusion of a pupil will only be 'used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy'.

Edison Primary School



We treat all pupils fairly with all decisions to suspend or permanently exclude will be lawful, reasonable and fair. We will not discriminate against pupils on the basis of protected characteristics. All pupils who are vulnerable to suspension will be treated fairly.

We believe pupil exclusion is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. Pupil suspension is a sanction that will be used only as a last resort, except when an immediate suspension is the only appropriate action to take.

We acknowledge that a pupil will only be suspended following serious breaches of discipline or if the safety of pupils and school personnel would be harmed if the pupil remained in the school. Parents will be informed immediately in writing about a fixed period suspension.

Before a pupil is suspended a whole range of strategies such as early intervention and pupil support plans will be implemented in order to improve the behaviour of the pupil.

We believe that 'disruptive behaviour can be an indication of unmet needs' and we will do all that we can to identify the causes and if need be to 'give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.'

All suspensions will follow the correct procedures as outlined in 'The Department for Education guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and pupil Referral Units in England (2023)'. We are aware that is illegal to unofficially or informally suspend by just sending a pupil home for disciplinary reasons. At all times the correct procedures will be followed.

We will try to ensure that other than in the most exceptional circumstances we will not suspend any pupil who has an education, health and care plan (EHCP) or is receiving SEND support.

Parents will be made aware of their rights that they can appeal against a suspension to the Trust Board. An independent review panel will deal with all appeals.

We will ensure that all suspended pupils will be 'enabled and encouraged to participate at all stages of the suspension process, taking into account their age and understanding.'

We have a duty to have in place a strategy for reintegrating pupils that return to school following a fixed period of suspension, and a strategy for managing their future behaviour.

We wish to work closely with the School Council and to hear their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil



partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To only use suspension as a last resort except when an immediate suspension is appropriate.
- To have in place early intervention systems to deal with inappropriate behaviour.
- To maintain full-time provision for permanently excluded pupils.
- To have in place systems to reinstate suspended pupils as soon as possible.
- To establish good working relations with parents of pupils who have been suspended.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Trust Board

The Trust Board has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a Trustee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring that all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the School Council in:
 - determining this policy with the Trust Board;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;



- reviewing the effectiveness of this policy with the Trust Board
- nominated a link governor to:
 - visit the school regularly.
 - work closely with the Headteacher.
 - ensure this policy and other linked policies are up to date.
 - ensure that everyone connected with the school is aware of this policy.
 - attend training related to this policy.
 - report to the Trust Board every term.
 - annually report to the Trust Board on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

When a pupil has been displaying disruptive/inappropriate behaviour the Headteacher will endeavour to identify the causes and if need will consider a multi-agency assessment.

However, when making the decision to suspend a pupil the Headteacher will:

- undertake a thorough investigation into the alleged incident by looking at all the evidence that is available.
- from the outset keep a written record of all the stages of the investigation plus signed witness statements.
- listen to the pupil's version of what happened.
- check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy.
- if he/she thinks it is necessary, the Head will consult with other relevant people other than those who might be later involved in reviewing this incident.
- comply with the Equality Act.
- look at alternatives other than suspension such as:
 - Internal exclusion by removal to another class
 - Restorative justice
 - Mediation
 - A managed move
- Decide on the length of the suspension;
 - Fixed term or
 - Permanent exclusion
- Inform parents without delay.

Edison Primary School



- Report the suspension or permanent exclusion to:

- The Chair
- The Local Authority

The Headteacher and the Senior Leadership Team will:

- Once a fixed-term suspension has ended hold a reintegration meeting involving the pupil, parents/carers and the appropriate school personnel on the first day a pupil returns to school following a fixed-term suspension.
- the reintegration meeting will plan:
 - how the pupil will manage their future behaviour.
 - what support is required.
 - how the pupil can succeed within the school.
 - how further suspensions can be avoided.
 - what both the school and the pupil can do to ensure success.
- organise a series of safeguarding and child protection workshops if needed to ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection
- ensure all school personnel, pupils and parents are aware of and comply with this policy.
- work closely with the link governor and coordinator.
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all staff.
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors.
- annually report to the Governing Body on the success and development of this policy.
- know that they can cancel the suspension before the Trust Board has met to consider whether the pupil needs to be reinstated.



Role of School Personnel

School personnel will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- try to establish the reasons for a pupil demonstrating disruptive/inappropriate behaviour.
- report and deal with all incidents of discrimination.
- report all incidents of serious violence, assault, sexual abuse, the use of illegal drugs, possession of offensive weapons and bullying.
- attend appropriate training sessions on equality.
- report any concerns they have on any aspect of the school community.

Role of Pupils

Suspended pupils will:

- be 'enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding'
- work hard to conform with the reintegration plan.

Pupils will:

- be aware of and comply with this policy.
- support the school Positive Behaviour Blueprint and guidance necessary to ensure the smooth running of the school.
- liaise with the school council.
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy.
- be made aware of their rights of appeal against a suspension or permanent exclusion.
- be asked to take part periodic surveys conducted by the school.
- support the school Positive Behaviour Blueprint and guidance necessary to ensure smooth running of the school.

Fixed Term Suspension

In any one school year the Head is allowed to suspend a pupil for one or more fixed term periods but not exceeding 45 school days.



During this period of suspension, the school will continue to provide education for the pupil and plan for the pupil to be reinstated after the suspension period has ended.

Once a decision has been made parents will be informed without delay by letter, email or phone.

Informing the Trust Board and the Local Authority

Without delay, the Headteacher will inform the Chair and the Local Authority of a pupil's suspension.

The Role of the Trust Board

The nominated Trustees:

- Review all suspensions.
- Consider any representations from parents.
- Encourage reinstatement meetings taking place face to face with the parents/carers but offer remote access to these meetings as well.
- Take the following into account when making a decision about the suspension or permanent exclusion:
 - special educational needs
 - disabilities
 - gender
 - cultural differences

Liaison with Parents and Carers

Every effort will be made to seek parental co-operation at all stages.

Permanent Exclusion

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
 - serious, actual or threatened, violence against a pupil or a member of the school personnel.
 - sexual abuse or assault.
 - supplying an illegal drug.
 - carrying an offensive weapon.
 - or any other serious offence.



Reporting

Annually the Headteacher will report the following to the Trust Board the:

- number of suspensions and permanent exclusions.
- type of suspension/permanent exclusions.
- outcome of each suspension or permanent exclusion.
- rates of exclusion from different groups such as SEND, pupils in receipt of Pupil Premium Grant, looked after children and ethnic groups.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - All aspects of this policy
 - Positive Behaviour Blueprint
 - Safeguarding and Child Protection
 - Complaints
 - Home-School Agreement
 - Attendance
 - Special Educational Needs and Disabilities
 - Equal opportunities
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment



Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the the Headteacher and the nominated trustee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Trust Board for further discussion and endorsement.

Linked Policies

- Attendance
- Complaints
- Home-School Agreement
- Induction of New Staff
- Positive Behaviour Blueprint
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities