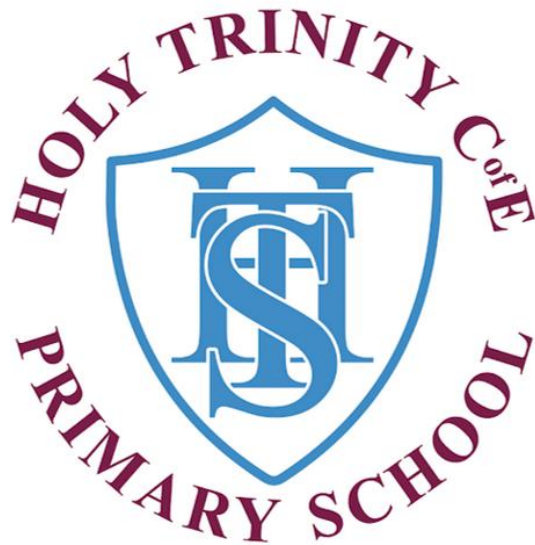




Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Suspensions and Permanent Exclusions Policy

Love • Courage • Wisdom

Issued	September 2026
Next review	September 2027
Committee	Full Governing Body
Policy owner	Headteacher
Designated Safeguarding Lead	Mrs Jodie Childs
Associated policy	Behaviour Policy (including Confiscation and Use of Physical Intervention and Restraint)

1. Introduction and scope

This policy sets out how Holy Trinity C of E Primary School approaches suspensions (fixed-period exclusions) and permanent exclusions. It should be read alongside the Behaviour Policy, which sets out the school's relational, nurturing approach to behaviour and the wider range of rewards and sanctions used before exclusion is considered, and the Child Protection and Safeguarding Policy and SEND Policy.

Suspension and permanent exclusion are serious sanctions, used only where they are a proportionate response to a breach of the Behaviour Policy, and only by the Headteacher. This policy applies to all registered pupils at Holy Trinity, including those with SEND and those with a social worker.

2. Legal and statutory framework

This policy reflects, in particular:

- the DfE's statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England 2026;
- DfE: Behaviour in Schools – Advice for Headteachers and School Staff 2024;
- Keeping Children Safe in Education 2026 (KCSIE 2026);
- Working Together to Safeguard Children 2026;
- the SEND Code of Practice (2015, updated 2020);
- the Equality Act 2010, including the Public Sector Equality Duty;
- the Education Act 2002 and Education and Inspections Act 2006; and
- the United Nations Convention on the Rights of the Child (UNCRC).

It should be read alongside the school's Behaviour Policy, which sets out the statutory framework for behaviour more broadly, including the use of reasonable force.

3. Our principles

- Suspension and permanent exclusion will only ever be used as a last resort, in response to a serious breach, or persistent breaches, of the Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Exclusion will never be used for a non-disciplinary reason, for example because a pupil has additional needs or a disability that the school feels unable to meet, is awaiting an EHC needs assessment, or has not yet been allocated a place at a specialist setting.
- The school will not encourage a parent to remove their child from roll informally (sometimes called off-rolling) as an alternative to a formal, recorded exclusion, and will not use a managed move to avoid the exclusions process where a formal exclusion is the appropriate response.
- Every decision to exclude will be lawful, reasonable and fair, evidenced on the balance of probabilities, and will take account of the school's legal duties, including in relation to SEND, disability and safeguarding.
- The impact of exclusion on a pupil's education and wellbeing will always be considered, and the school will work to reduce the need for exclusion wherever possible, in line with the Behaviour Policy's relational, nurturing approach.

4. Reducing the need for exclusion

In line with the Behaviour Policy, staff will seek to understand and connect with a pupil before correcting behaviour, and will use the full range of support and sanctions available before exclusion is considered. Before reaching a decision to exclude, the Headteacher will normally have considered:

- whether the pupil's behaviour may be linked to an unmet need, including SEND, a mental health need, or a home circumstance, and whether early help, in line with the Early Help Offer, could reduce the risk of further incidents;
- whether reasonable adjustments have been made for a pupil with a disability or SEND, in consultation with the SENDCo;
- whether the pupil has a social worker or is otherwise known to be vulnerable, and whether the DSL should be involved;
- the pupil's individual circumstances and any relevant support already in place; and
- whether a proportionate response short of exclusion, such as internal reflection, a behaviour support plan or a fixed-term reduction of attendance at certain activities, would be more appropriate.

5. Types of exclusion

5.1 Suspension (fixed-period exclusion)

A suspension means a pupil is temporarily removed from school for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension can be for part of a school day, for example a lunchtime suspension for repeated poor behaviour at lunchtime, which is recorded and counted in the same way as any other suspension.

5.2 Permanent exclusion

A permanent exclusion means a pupil is removed from the school roll and will not return, except following a successful review or appeal. Permanent exclusion is a serious step, used only in response to a serious breach, or persistent breaches, of the Behaviour Policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

6. Deciding to exclude

Only the Headteacher, Mr David Le Templier, can suspend or permanently exclude a pupil. In the Headteacher's absence, this power may be exercised by a senior leader (Mrs Lynda Britton, Deputy Headteacher) who has been formally delegated this responsibility.

Before deciding to exclude, the Headteacher will:

- establish the facts of the case, on the balance of probabilities, taking account of the school's usual disciplinary procedures under the Behaviour Policy;
- consider whether the incident was provoked, for example by bullying or discriminatory behaviour, and whether the pupil has additional needs that should be taken into account;
- consult others as appropriate, such as the DSL, SENDCo or class teacher, while retaining sole responsibility for the final decision; and
- consider whether the exclusion is proportionate, lawful and reasonable in all the circumstances.

7. Informing parents and carers

The Headteacher will notify a parent or carer of a suspension or permanent exclusion without delay, normally by telephone on the same day, followed by a letter. The letter will set out:

- the reason(s) for the exclusion;
- the length of a suspension, or that the exclusion is permanent;
- the parent's right to make representations about the exclusion to the Governing Body, and how to do so;

- how any representations will be considered, including the pupil's right to attend and speak, where appropriate to their age and understanding;
- where a suspension means the pupil will miss a national curriculum test or public examination, what arrangements will be made for them to take it; and
- for a suspension of more than 5 school days in total in a term, or a permanent exclusion, that suitable full-time alternative provision must be arranged from the 6th school day.

Parents and carers may also request to see their child's educational record, and will be given information about local sources of independent advice and support.

8. The role of the Governing Body

The Governing Body must consider the reinstatement of an excluded pupil where:

- a permanent exclusion is proposed;
- a suspension would bring the total number of school days a pupil has been excluded for in a term to more than 5; or
- a suspension would mean the pupil missing a public examination or national curriculum test.

In these cases, the Governing Body will convene a meeting, normally within 15 school days of receiving notice of the exclusion, to consider whether to reinstate the pupil. Parents/carers, and the pupil where appropriate, are entitled to attend and make representations. The Governing Body will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded and any SEND, disability or safeguarding factors, alongside the interests and circumstances of other pupils and staff at the school.

For any suspension, whether or not the Governing Body is required to meet, parents/carers may make representations to the Governing Body, which will consider these even where it is not required to decide on reinstatement.

9. Independent Review Panels

Where the Governing Body does not reinstate a permanently excluded pupil, parents/carers have the right to ask the Local Authority to arrange for an Independent Review Panel (IRP) to review that decision. This request must normally be made within 15 school days of being notified of the Governing Body's decision. Where a claim of discrimination is made in relation to a permanent exclusion, parents/carers may instead, or in addition, make a claim to the First-tier Tribunal (SEND) or a county court.

The school will co-operate fully with any Independent Review Panel or SEND expert appointed as part of this process, and will provide all relevant evidence and records promptly.

10. Alternative provision and reintegration

Where a pupil's suspension(s) total more than 5 school days in a term, or where a pupil is permanently excluded, the school and, where relevant, the Local Authority will arrange suitable full-time alternative provision from the 6th school day. Work will be set for any suspension, to be completed at home, in line with the Attendance and Punctuality Policy's approach to remote/home learning.

Where a pupil returns to school following a suspension, the school will support a positive reintegration, which may include a reintegration meeting with the pupil and their parent/carer, in line with the relational approach set out in the Behaviour Policy.

11. Safeguarding considerations

Exclusion decisions will always take account of a pupil's safeguarding circumstances, in line with the Child Protection and Safeguarding Policy. Where a pupil who has a social worker, is looked after, or is otherwise known to be vulnerable is at risk of suspension or permanent exclusion, the DSL, Mrs Jodie Childs, will be involved in considering the decision and any support needed.

The school will never remove a pupil from the admission register other than in line with the Pupil Registration Regulations and the Attendance and Punctuality Policy's approach to children missing education, and will not use exclusion, or encourage a parent to remove a pupil from roll, as a way of avoiding the school's duties to a vulnerable pupil.

12. Pupils with SEND and disability

Pupils with SEND are statistically more likely to be excluded, and the school takes particular care to avoid discriminatory exclusion. Before excluding a pupil with SEND or a disability, the Headteacher will consider, with the SENDCo, whether reasonable adjustments and appropriate support (for example under a My Plan or an Education, Health and Care Plan) have been made, and whether the behaviour is linked to the pupil's SEND or disability.

Exclusion must not be used to discriminate against a pupil because of a protected characteristic under the Equality Act 2010, including disability. Where an exclusion decision relates to a pupil with a disability, the school will consider whether it amounts to unlawful discrimination and whether reasonable adjustments could have avoided the need for exclusion.

13. Recording, reporting and monitoring

- All suspensions and permanent exclusions will be recorded accurately, including the reason, and notified to the Local Authority in line with statutory requirements.
- The Headteacher will report suspensions and permanent exclusions to the Governing Body regularly, including any patterns by year group, SEND status, disadvantage or other characteristic, so that the Governing Body can hold leaders to account and identify where earlier support may reduce future exclusions.
- Attendance during any period of suspension or alternative provision will be recorded using the correct national attendance code, in line with the Attendance and Punctuality Policy.

14. Monitoring and review

This policy will be reviewed at least annually, alongside the Behaviour Policy, and sooner where DfE guidance, legislation or the school's context changes.