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School Suspensions and Exclusions Policy

Procedures for suspensions and
permanent exclusions

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

It is the policy of Orchid Vale Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of suspension or exclusion. (See Behaviour Policy).

This policy and related guidance are written with full consideration of the Equalities Act 2010 and recognises that reasonable adjustments must be made for pupils with additional needs and/or disabilities.

Purpose of this policy

This policy outlines the procedures and responsibilities relating to pupil suspensions and permanent exclusions. It ensures decisions are lawful, reasonable, fair, and proportionate, and that pupils' rights are protected.

Principles

Suspension and permanent exclusion are sanctions used by the school only in cases deemed as serious breaches of the School Behaviour Policy which cannot be appropriately addressed by any other appropriate response.

The school seeks to keep the number of incidents leading to exclusions to a minimum by promoting a positive atmosphere of mutual respect and discipline within the school.

Decision to Exclude

The headteacher may suspend or permanently exclude a pupil only in response to serious breaches of the school's behaviour policy or if allowing the pupil to remain would seriously harm the education or welfare of others. Before deciding, the headteacher must consider all relevant evidence (e.g. witness statements, pupil views), the pupil's age, SEN, disability, and safeguarding needs, and consult with relevant staff and external agencies.

A Suspension from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. (In these circumstances, authorisation from the Head Teacher must be sought) If no-one holding these positions are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

All decisions must be evidence-based, free from bias, and compliant with equality and safeguarding duties.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the CEO of the Trust of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

The school and Trust regularly monitor the number of Fixed Term Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

2. Policy Statement

2.1. Policy Terms

The impact of this policy will be reviewed by the LGC

Monitoring Arrangements

The Local Governance Committee must review exclusion data termly, ensure compliance with statutory guidance, and evaluate the impact of exclusions on pupil outcomes.

The school must monitor exclusions by gender, ethnicity, SEN, disability, and other protected characteristics. Disproportionate patterns must be addressed.

Notification of an Exclusion

Parents must be informed without delay of the reason for the exclusion, the length of the suspension or that it is permanent, their right to make representations to the governing board, their right to request an Independent Review Panel (IRP) for permanent exclusions, and the arrangements for education during the exclusion.

In the case of a Permanent Exclusion, parents will be notified by the Headteacher in a face-to-face meeting.

A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the relationship between their behaviour and the decision made by the Head Teacher.

The letter sent to parents will identify which member of staff is responsible for setting work for the child during the suspension.

Returning from Suspension

All students returning from a suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension/ exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Should the arrangements for a reintegration meeting be considered by both school and parents to have a negative impact on the process of returning to school, adaptations to the process can be made e.g. holding the meeting at the end of the previous day, or not insisting that a very young child attends.

The school will work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. social workers, TAMHS or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency e.g. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a suspension/ exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Director of Primary and relevant school staff will be notified of all suspensions on the same day of the production of the exclusion letter, which will clearly outline the reasons for the exclusion.

Permanent Exclusions

The school will only permanently exclude a child as a last resort. This will usually be after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If a child has been permanently excluded:

The Trust Board is required to review the headteacher's decision and parents may meet with them to explain your views on the exclusion. This is in the form of a Governors' Disciplinary Panel. The purpose of this meeting is to satisfy the Governors and Trustees that the process has been lawful, rational, fair and applied consistently.

The Local Authority is responsible for providing full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Trust board against the decision to exclude. This

procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Board.

Independent Review Panel (IRP)

Parents may request an IRP for permanent exclusions. The panel includes a lay member, a headteacher, and a governor. The IRP may uphold the exclusion, recommend reconsideration, or quash the decision and direct reconsideration.

Relationship to other school policies

The Suspension and Permanent Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Special Educational Needs Policy and the Equality, Inclusion & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

The Headteacher will provide the LGC with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

3. Appendices

3.1. Guidance and Procedures

School suspensions and permanent exclusions guidance (August 2024)

<https://www.gov.uk/government/publications/school-exclusion>

PEAP (Pre-Exclusion Assessment

Process)

Date of PEAP:

Name of School:

Name of Child		Year Group	
Date of Entry to the School		Date 1 st Issue Recorded	

Ethnic Group		EAL		
SEND Needs / SEN K / EHCP		CLA		
SEND Category		Pupil Premium		
EHR, CIN, CP		TAC /TAF with starting date		
Tutor report		HOKs report		
IBP		PSP		
Risk Assessment		Positive Handling Plan		
Has any direct or indirect discrimination been reviewed?				
Are there mitigating factors in the child's life (DV, mental health, anxiety etc)?				
Have the relevant policies and processes been differentiated appropriately?				
Appropriate external agencies have been informed (social workers, virtual school etc)				
Discussions held with Principal, Safeguarding lead, behaviour lead, SENDCO, Director of Inclusion / CEO				

Has the student been given the opportunity to complete a statement		
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Voice of the Parent(s)/Carer(s): *(please record details of any relevant parental liaison including communication with regard to exclusions and reintegration)*

Action	Y/N
Incident occurs – Ensure that the student/s are removed from circulation, either in the IER, base or sent home – when sending home this is always an exclusion.	
If there are any victims, ensure they are seen by first aid if needed and checked on to ensure they are OK. If they are injured contact home and inform parents that there has been an incident and that we are fully investigating it and will get back to them to let them know, the victim at this point may feel they need to go home or parents may want to collect them. If needed an ambulance should be called.	
Get statements from all witnesses, including staff and anyone involved. These must be signed and dated by the person completing them. Please ensure you use the green incident forms.	
Once all statements have been completed all evidence is to be taken to the Behaviour Lead.	
A decision will be made following the guidance from Exclusion guidance from 2017. A decision to exclude a pupil permanently should only be taken: In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.	
The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed-period exclusion may in effect be 'extended' by issuing a further fixed-period exclusion to begin immediately after the first period ends; or 'converted' by issuing a permanent exclusion to begin immediately after the end of the fixed-period.	
Once a decision has been made the parents must be informed by phone call/meeting without delay. Please explain The reason(s) for the exclusion; do not give them names of other students. the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent; Work will be set, agree how to get this to the students, e-mail, collect or drop off. Explain that they will get an exclusion letter explaining all of the details above and also how they may make representation. If it is a FTE please set a reintegration date and time. If it is a PEX explain that SBC will be in contact to arrange full time education no later than the 6th day of exclusion. This must then be followed up in writing, the exclusion letter, without delay with the following information; the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent; parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this; how any representations	

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should be made; and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.	
Written notification of the information can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.	
The Principal or Behaviour Lead must, without delay, notify the clerk, Trust and the local authority of: any permanent exclusion; any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and any exclusion which would result in the pupil missing a public examination or national curriculum test.	
HOKs Complete exclusion paperwork, ensure Principal sign it and pass to administrator managing the paperwork without delay. Ensure the dates match with the dates of the incident.	
If a student has been PEX'd ensure a PEX pack is completed and given to Behaviour Lead – See PEX pack checklist.	
The following parties must be invited to a meeting of the PEX Panel and allowed to make representations, this is arranged by the clerk to the LAB: parents (and, where requested, a representative or friend); the principal; and a representative of the local authority.	
The PEX Panel must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if: the exclusion is permanent; it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test.	
Once the PEX Panel has made a decision will be made whether to reinstate the student or not. A student can then be removed from the school register if: 15 school days have passed since the parents were notified of the governing body's decision to not reinstate the pupil and no application has been made for an independent review panel; or the parents have stated in writing that they will not be applying for an independent review panel.	
Students are to be coded as E for all exclusions. Students need to be called on each day of exclusion by the relevant PSA.	
From the 6th day of exclusion responsibility for education falls to the local authority, prior to this work must be provided by the school for the pupil.	

(To be completed by the central Trust Team between parents being notified and the PEX panel)

Evaluation of Actions Undertaken by the Academy	YES	NO
The Academy has extensive evidence of a range of support put in place to meet the needs of the pupil		
If appropriate there is evidence of involvement from multiple agencies		

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There is evidence that the needs of the pupil and the involvement of the parent(s)/carer(s) have been central to all decisions made		
The Academy has met all statutory guidance, without exception		
The pupil's actions have breached the behaviour policy of the Academy and continue to pose a serious threat to the education of pupils and/or the safety and well-being of staff/pupils/themselves		
If appropriate, behaviour policies have been differentiated to take into account protected characteristics and mitigating circumstances		

I am satisfied that the evidence provided, justifies the case being put forward to the Trustees PEX panel, for a Permanent Exclusion for the child

Name: _____

Signed: _____

Position: _____

Protected Characteristics may include: Disability, Gender Reassignment, Race, Religion or Belief, Sex. Mitigating Factors may include the current home environment, a death in the family, etc.

Appendix 2 : TPAT PEAP form

