



Belong Believe Become

"Do not be afraid: keep on speaking, do not be silent. For I am with you"

Acts 18:9-10

Suspensions and Exclusions Policy

Approved by governors: 13th July 2026

Date for review: July 2029

1. Introduction

At Snainton Church of England Primary School, we are committed to providing a safe, inclusive and nurturing environment in which every child is supported to achieve their full potential. Guided by our Christian vision, *Belong, Believe, Become*, we seek to develop positive behaviour through strong relationships, high expectations and a culture of mutual respect. Suspension and permanent exclusion are serious sanctions and will only be used when all relevant circumstances have been considered and when such action is lawful, reasonable, fair and proportionate. This policy is based upon the Department for Education's statutory guidance *School Suspensions and Permanent Exclusions*, updated in June 2026 and effective from 26 July 2026.

2. Aims of the Policy

The purpose of this policy is to support high standards of behaviour across the school community whilst ensuring that all exclusion decisions are made consistently, transparently and in accordance with statutory requirements. The school seeks to protect the welfare, safety and educational opportunities of all pupils while recognising the importance of individual circumstances. The policy also aims to ensure that exclusion is used only where necessary and that appropriate support, intervention and preventative strategies are implemented wherever possible before exclusion is considered.

3. Legal Framework

This policy has been developed with regard to the Education Act 2002, the Education and Inspections Act 2006, the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice, Keeping Children Safe in Education and the Department for Education's statutory guidance relating to suspensions and permanent exclusions. The school recognises its responsibilities to safeguard children, promote equality of opportunity and make reasonable adjustments for pupils with disabilities and special educational needs.

4. Principles

The Governing Body and Headteacher recognise that every child has a right to access education and that positive behaviour is best achieved through strong relationships, consistent expectations and effective support. Exclusion should be viewed as a serious intervention and not as a routine disciplinary response. Decisions will always reflect the individual circumstances of the pupil and the wider interests of the school community. Consideration will be given to safeguarding responsibilities, equality obligations and the need to support vulnerable children while maintaining a safe and orderly learning environment.

5. Definitions

A suspension occurs when a pupil is temporarily removed from the school for a fixed period as a result of a breach of the school's Behaviour Policy. The pupil remains on the school roll during this period and is expected to return following completion of the suspension.

A permanent exclusion occurs when a pupil is removed from the school roll because the Headteacher has determined that their continued attendance would seriously harm the education or welfare of others and that permanent removal from the school is justified.

6. Grounds for Suspension

A suspension may be considered where a pupil's behaviour constitutes a serious breach of the school's expectations and where a temporary removal from school is considered necessary. Behaviour that may result in suspension includes physical aggression, threatening or abusive behaviour, bullying, discriminatory conduct, persistent disruption to learning, deliberate damage to property, theft or any behaviour that places members of the school community at risk. The Headteacher will carefully consider the facts of each case, taking account of witness evidence, the context of the incident, the pupil's age and understanding, and any known special educational needs or vulnerabilities. The school recognises that suspension is a significant sanction and therefore will ensure that such decisions are proportionate and justified by the circumstances.

7. Grounds for Permanent Exclusion

Permanent exclusion is the most serious disciplinary sanction available to the school and will only be used in exceptional circumstances. The Headteacher may determine that permanent exclusion is appropriate where there has been 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 others.

Permanent exclusion may follow an exceptionally serious one-off incident involving violence, significant threats to safety, possession of a prohibited weapon, serious criminal activity or behaviour that presents a substantial risk to members of the school community. It may also be considered where repeated interventions and support strategies have failed to improve persistent and serious disruptive behaviour. Every decision will be reached only after careful consideration of all relevant circumstances, including the school's duties under equality, safeguarding and SEND legislation.

8. Consideration of Vulnerable Pupils

Before any decision to suspend or permanently exclude is made, the Headteacher will consider whether there are underlying factors that may have contributed to the behaviour. Particular consideration will be given to pupils with special educational needs and disabilities, pupils experiencing social, emotional or mental health difficulties, looked-after children, previously looked-after children and those who may be affected by safeguarding concerns, trauma or significant life events. The school will review any existing support and

consider whether additional interventions or reasonable adjustments may be appropriate before exclusion is imposed whenever possible.

9. Early Intervention and Support

The school is committed to preventing behaviour difficulties from escalating and seeks to use a range of supportive strategies before exclusion is considered. These may include restorative approaches, behaviour support plans, targeted pastoral interventions, parental engagement, SEND support, Early Help processes and referrals to external agencies where appropriate. The school believes that early intervention and strong partnership working with families are essential in promoting positive outcomes for children.

10. Decision-Making Process

Only the Headteacher, or a designated Acting Headteacher in the Headteacher's absence, has the authority to suspend or permanently exclude a pupil. Before reaching a decision, all available evidence will be considered thoroughly and objectively. The Headteacher will review witness accounts, examine relevant records and consider any mitigating circumstances. The principles of fairness, consistency and proportionality will guide decision making. The school will also ensure that duties relating to safeguarding, equality and special educational needs are fully considered throughout the process.

11. Notification of Parents and Relevant Bodies

Following a decision to suspend or permanently exclude, parents will be informed without delay. Written communication will clearly explain the reasons for the decision, the duration of any suspension, the arrangements for education during the exclusion period and the rights of parents to make representations. Where required by law, the Governing Body and Local Authority will also be notified. The school will maintain accurate records of all notifications and decisions.

12. Education During Suspension

Where a pupil is suspended, the school will make arrangements for suitable work to be provided. Parents are responsible for ensuring that their child is not present in a public place during school hours during the first five school days of a suspension unless there is reasonable justification. Where required by legislation, full-time education will be arranged from the sixth school day of any exclusion period. The school will work collaboratively with families and other providers to maintain continuity of education wherever possible.

13. Role of the Governing Body

The Governing Body has a statutory role in reviewing exclusions in accordance with national requirements. Governors will consider information presented by the school and by parents, ensuring that decisions have been made lawfully, rationally and fairly. Governors will remain impartial throughout the process and will carefully consider equality, safeguarding and procedural requirements before reaching a conclusion.

14. Independent Review Panels

Where a permanent exclusion is upheld by the Governing Body, parents may request an Independent Review Panel. Such panels provide an additional level of scrutiny and review whether the original exclusion decision was lawful, reasonable and procedurally fair. The panel may uphold the decision, recommend reconsideration or direct the Governing Body to reconsider the case in accordance with the statutory guidance.

15. Special Educational Needs and Disabilities

The school acknowledges its obligations under the Equality Act 2010 and SEND legislation and recognises that behavioural difficulties may sometimes arise from unmet needs. Prior to making exclusion decisions, staff will consider whether appropriate assessments, support plans or reasonable adjustments have been implemented. Nevertheless, the existence of SEND does not prevent suspension or permanent exclusion where the legal threshold has been met and the decision is considered necessary and proportionate.

16. Behaviour Outside School

The Headteacher may consider suspension or exclusion for behaviour occurring outside the school premises where that behaviour has a clear connection with the school or negatively affects the welfare of members of the school community. This includes conduct during educational visits, travel to and from school, online activity and incidents occurring while pupils are representing the school. Decisions will be consistent with the principles outlined within this policy and the school's Behaviour Policy.

17. Recording, Monitoring and Evaluation

The school will maintain comprehensive records of all suspensions and permanent exclusions. These records will include information about the nature of the incident, actions taken, support provided and outcomes achieved. Leaders and governors will regularly review exclusion data to identify patterns, monitor the impact on different groups of pupils and ensure that exclusion practices remain lawful, proportionate and equitable. Information gathered through monitoring will be used to strengthen preventative strategies and improve behaviour support across the school.

18. Reintegration Following Suspension

Following a suspension, the school will normally hold a reintegration meeting involving the pupil, parents and relevant members of staff. The purpose of this meeting is to discuss the incident, identify any additional support required and establish clear expectations moving forward. Reintegration arrangements are intended to promote a successful return to school and reduce the likelihood of further incidents.

19. Related Policies

This policy should be read in conjunction with the school's Behaviour Policy, Child Protection and Safeguarding Policy, Anti-Bullying Policy, SEND Policy, Attendance Policy,

Equality Information and Objectives, and Online Safety Policy. Together these policies provide the framework through which the school promotes positive behaviour, wellbeing and inclusion.

20. Monitoring and Review

This policy will be reviewed annually by the Governing Body or sooner if legislative changes, updated statutory guidance or local circumstances require revision. Regular review will help ensure that the policy remains effective, compliant and aligned with the school's Christian vision and values.