

Suspensions and permanent exclusions policy



Daven
Primary School

Person Responsible for the Policy	Headteacher
Date Approved	October 2026
Signed	J Gosling
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Audience	Governors, Staff and Parents/Carers

1. Daven values, culture and aims

At Daven Primary School, we believe that every child deserves to feel safe, valued and successful. Our school values of being Brave, Kind and Curious underpin all aspects of school life and help us prepare pupils to become confident, responsible and respectful members of society.

Our school rules of Ready, Respectful and Safe provide a clear framework for behaviour and help create a calm, purposeful and inclusive learning environment where everyone can thrive.

We recognise that behaviour is a form of communication and that children learn best when positive relationships, high expectations and appropriate support work together. We are committed to helping pupils learn from mistakes, repair relationships and make better choices.

The aim of this policy is to:

- Maintain a safe, calm and supportive environment for all pupils and staff.
- Promote Daven's values of being Brave, Kind and Curious.
- Reinforce the expectation that all pupils are Ready, Respectful and Safe.
- Ensure suspension and permanent exclusion procedures are applied fairly, consistently and lawfully.
- Support pupils to take responsibility for their behaviour and make positive changes.
- Ensure pupils, staff, governors and families understand the exclusion process.
- Safeguard the welfare, education and wellbeing of all members of the school community.
- Ensure that suspension and permanent exclusion are used only when necessary and proportionate.
- Support successful reintegration following suspension.
- Comply with all relevant statutory guidance and legislation.

2. Key principles

At Daven Primary School:

- Every child has the right to learn in a safe and supportive environment.
- Every member of staff has the right to work in a safe environment.
- Positive behaviour should be recognised, encouraged and celebrated.
- Behaviour support should focus on restoration, reflection and positive change.
- Suspension and permanent exclusion are important behaviour management tools but should only be used when appropriate.
- Permanent exclusion will always be a last resort.
- Decisions will be lawful, reasonable, fair and proportionate.
- Pupils will be given opportunities to share their views where appropriate.
- The needs of vulnerable pupils will be carefully considered.

- The school will fulfil its responsibilities under the Equality Act 2010.
- No pupil will be suspended or excluded because the school feels unable to meet their SEND needs.
- The school will work closely with families and external agencies to support positive outcomes.

Before making any decision regarding suspension or permanent exclusion, leaders will consider:

- Special Educational Needs and Disabilities (SEND).
- Social, emotional or mental health needs.
- Safeguarding concerns.
- The impact of trauma or adverse childhood experiences.
- Whether reasonable adjustments have been made.
- Support already provided.
- Whether further support or intervention is required.
- The best interests of both the individual pupil and the wider school community.

3. Suspension

A suspension is a fixed-period removal from school for disciplinary reasons. The pupil remains on the school roll and returns to school at the end of the suspension period. A suspension may be used to:

- Maintain the safety and wellbeing of pupils and staff.
- Protect the learning environment.
- Reinforce the school's expectations and values.
- Prevent behaviour escalating further.
- Allow time to review support and intervention strategies.

Only the Headteacher, or a Deputy Headteacher acting on behalf of the Headteacher, may suspend a pupil.

A suspension may be considered where a pupil:

- Seriously breaches the Behaviour Policy.
- Repeatedly breaches the Behaviour Policy despite support.
- Causes significant disruption to learning.
- Displays aggressive, threatening or unsafe behaviour.
- Engages in bullying, harassment or discriminatory behaviour.
- Refuses to engage with reasonable support or restorative processes.
- Behaves in a way that significantly impacts the safety, welfare or education of others.
- Engages in serious behaviour outside school where there is a clear connection to the school.

Before deciding to suspend a pupil, the Headteacher (or deputy) will:

- Gather and consider all relevant evidence.
- Allow the pupil to explain their version of events.
- Consider the views of parents and other professionals where appropriate.
- Consider SEND, disability, vulnerability and safeguarding factors.
- Consider whether alternative strategies are available.
- Ensure that the decision is lawful, reasonable, fair and proportionate.
- Apply the civil standard of proof, known as the balance of probabilities.

No pupil may be suspended for more than 45 school days in any academic year.

4. Permanent exclusion

Permanent exclusion is the most serious sanction available to a school and is the permanent removal of a pupil from the school roll.

Permanent exclusion will only be considered:

- 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, welfare or safety of others.

Permanent exclusion will always be a last resort unless the seriousness of an incident justifies immediate exclusion.

Examples of behaviour that may result in permanent exclusion include (but are not limited to):

- Serious physical assault.
- Serious threats of violence.
- Sexual violence or sexual assault.
- Possession or use of an offensive weapon.
- Serious criminal behaviour linked to school.
- Serious discriminatory abuse.
- Behaviour that presents a significant risk of harm.
- Persistent and severe disruption despite extensive support.

Before permanently excluding a pupil, the Headteacher will consider:

- SEND and disability needs.
- Duties under the Equality Act 2010.
- Social, emotional and mental health needs.
- Safeguarding concerns.
- Previous support and interventions.
- The views of the pupil.
- The views of parents and relevant professionals.

- Whether a managed move, off-site direction or another alternative is appropriate.

5. Off-rolling and unlawful exclusion

Daven Primary School is committed to acting in the best interests of every child and strictly prohibits off-rolling. Off-rolling occurs when a pupil is removed from the school roll, or prevented from attending school, primarily for the benefit of the school rather than the pupil.

The school will never:

- Send a pupil home informally to "cool off".
- Ask parents to keep a child at home without formally recording a suspension.
- Use behaviour-related part-time timetables.
- Pressure parents into Elective Home Education.
- Move pupils to alternative provision without following statutory procedures.
- Remove a pupil from roll unlawfully.

No pupil will be suspended or excluded because:

- They have SEND.
- Their academic performance is low.
- They have not attended a reintegration meeting.

6. Roles and responsibilities

The Headteacher

The Headteacher is responsible for:

- Making decisions about suspension and permanent exclusion.
- Ensuring decisions are lawful, reasonable, fair and proportionate.
- Informing parents without delay.
- Informing the Governing Board and Local Authority where required.
- Working with families and agencies to support pupils.
- Providing suitable work during suspension.
- Supporting successful reintegration.

Parents and carers

Parents and carers are expected to:

- Work in partnership with the school.
- Attend meetings where possible.
- Support reintegration arrangements.
- Ensure their child is not in a public place during school hours during the first five days of a suspension unless there is a reasonable justification.

Pupils

Pupils are expected to:

- Follow school values and rules.
- Engage honestly in restorative and support processes.
- Take responsibility for their behaviour.
- Contribute their views when appropriate.

Local Authority

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

7. Governing board and independent review panels

Governing board responsibilities

The Governing Board must:

- Consider exclusion decisions where required by law.
- Consider parental representations.
- Review exclusion data and patterns.
- Monitor outcomes for vulnerable groups.
- Ensure exclusions are lawful, reasonable and proportionate.

The Governing Board may:

- Reinstate a pupil.
- Decline reinstatement where appropriate.

Independent review panels (IRP)

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

The panel may:

- Uphold the Governing Board's decision.

- Recommend reconsideration.
- Quash the decision and direct the Governing Board to reconsider reinstatement.

Parents may also request the involvement of a SEND Expert at no cost.

8. School registers

Where a permanent exclusion is confirmed and all review rights have been exhausted or declined, the pupil's name will be removed from the admission register in accordance with statutory requirements.

The school will:

- Maintain accurate attendance records.
- Use the correct attendance codes.
- Notify the Local Authority as required.
- Retain records in line with statutory guidance.

9. Returning to school after suspension

Reintegration

Every suspension should be followed by a planned and supportive return to school (this will be logged on Arbor).

The purpose of reintegration is to:

- Re-establish positive relationships.
- Reflect on behaviour and choices.
- Identify barriers to success.
- Agree support and next steps.
- Reinforce expectations.
- Help pupils feel successful and included.

Reintegration meetings will promote Daven's values of being:

- **Brave** - taking responsibility and making positive choices.
- **Kind** - rebuilding relationships and showing respect.
- **Curious** - learning from mistakes and moving forward positively.

They will reinforce our expectations that all pupils are:

- **Ready** to learn.
- **Respectful** of others.
- **Safe** in their actions.

Pupils returning from suspension will be reminded that they remain a valued member of the Daven community.

10. Monitoring and equality

The school will monitor:

- Suspensions.
- Permanent exclusions.
- Managed moves.
- Off-site direction.
- Attendance.
- Behaviour trends.
- Outcomes for vulnerable groups.

Data will be analysed by key protected characteristics and year groups.

The school will use this information to:

- Evaluate practice.
- Improve support.
- Reduce inequalities.
- Ensure compliance with the Equality Act 2010.
- Promote fair and consistent decision-making.

11. Linked policies

This policy should be read alongside:

- Relationships and behaviour policy
- SEND Policy and SEN information report
- Safeguarding and Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy (trust policy)

Appendices

Appendix A -

Statutory References

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026) [assets.pub...ice.gov.uk], [gov.uk]
- Behaviour in Schools Guidance
- Equality Act 2010
- Education Act 2002
- Children and Families Act 2014

Appendix B- Independent review panel training requirements

As set out in statutory guidance and relevant legislation. [\[assets.pub...ice.gov.uk\]](#)