



Grove Vale Primary School

Suspensions and Permanent Exclusions Policy

March 2026

Approved by: Grove Vale Governing Body

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Reviewed by: C Dubidat



Introduction:

Grove Vale Primary School is an inclusive school which aims to promote equality in all aspects of school life. We do not wish to suspend or exclude any pupil from Grove Vale Primary School. However, where we feel that this is necessary & we have exhausted all other options available to us prior to that, we adhere to all of the current guidance and procedures from the Local Authority (LA) & the DfE. These decisions are always made as a last resort but are necessary as all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. This policy is to be read alongside the schools Behaviour Policy and the "Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement" (DfE, last updated August 2024).

The school takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. Nevertheless, it is important to say that the exclusion of a pupil, either for a fixed period or permanently, from Grove Vale Primary School will only be used as a last resort. The school recognises that it is responsible for communicating to pupils, staff and parents, its' expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.

It is the responsibility of all individuals working with pupils within the school to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. Whilst exclusion may still be an appropriate sanction, the head teacher should investigate whether any contributing factors may have led to the incident of poor behaviour. With this in mind, Grove Vale School has encouraged a range of strategies to be employed within the school and the full range of in-class strategies can be found detailed in the schools Behaviour Policy.

Within the school there are a range of resources available that can assist in the assessment and management of behavioural issues some of which are listed below:

- Sandwell Inclusion support – social emotional mental health (SEMH) specialist teachers.
- Setting pupils individual targets linked to behaviour and SEMH needs.
- The preventing primary Suspensions and Permanent Exclusions Team (PPE Team)- comprises six specialist practitioners who work within the school setting with children identified as displaying varied aspects of social, emotional and behavioural difficulties which puts them at risk of exclusion.
- Positive Handling Policy – staff are MAPA trained.
- Early intervention to address underlying causes of potentially disruptive behaviour, school work closely with parents and carers.

Reasons for Suspensions and Permanent Exclusions

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to school property



- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Occasionally unacceptable behaviour may prove to be persistent and this is where a Fixed Term Suspensions and Permanent Exclusions may be actioned.

Legal Framework

The Headteacher has the statutory authority to suspend or permanently exclude a pupil for disciplinary reasons. A decision to suspend or permanently exclude will 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.
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The Governing Board has a statutory duty to review certain suspension and all permanent exclusion decisions in line with DfE statutory guidance.

Parents have the right to make representations to the Governing Board and, in cases of permanent exclusion, may request that the decision is reviewed by an Independent Review Panel (IRP).

A fixed term (temporary) exclusion

This is used to remove a pupil from the school premises for a temporary period and can be for half a day, lunch time(s) or longer. *Lunch time exclusions count as a half day exclusion and should be for the shortest period possible - the arrangements for lunch time exclusions should therefore be reviewed regularly with parents/carers. Free School Meal entitlement must be honoured.*

A suspension (fixed-period exclusion) will be for the shortest time necessary. An exclusion for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

- Discussion with the pupil
- Discussions with parents
- Sanctions (consequences) in school (see the Behaviour Policy for details)
- Checking on any possible provocation
- Internal exclusions
- Referral to outside support agencies

Schools must provide full time education for pupils from the 6th day of any suspension (fixed-period exclusion) (day 1 for a child in care), the School's Governing Body must review cases where a pupil has



had 15 days (or more) suspension (fixed-period exclusion) s in any 1 term. A Head Teacher cannot 'fixed term exclude' a pupil for more than 45 days in one academic year - at this point a decision must be made about whether to permanently exclude the pupil.

Schools should work with parents/carers and relevant professionals to initiate or review an Early Help Assessment (EHA) where repeated suspensions indicate that additional support is required.

Procedure for Making a Fixed Term Suspensions and Permanent Exclusions

- Head teacher takes the decision to exclude a pupil for a fixed period.
- Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration.
- The Head teacher must give written notice to the parents informing them of:
 - The precise period and the reasons for the exclusion
 - The parents' duties during the first 5 days
 - The parents right to make a representation to the governing body
 - The person the parent should contact if they wish to make such representations
 - The arrangement to set and mark work for the pupil during the initial 5-day period.
 - If relevant the school day on which they will be provided with full time education.
 - Details of the reintegration interview.

Reintegration meeting

After a period of a suspension (fixed-period exclusion), a reintegration meeting will be arranged for the positive reintegration of the child back into school. A reintegration officer may be in attendance at the meeting to support the process. The purpose of the meeting is to agree and sign a behaviour contract with clear targets for the child, parent and school to work towards to avoid any further exclusions.

The reintegration strategy will be clearly communicated at the reintegration meeting before or at the beginning of the pupil's return to school. During the reintegration meeting, Grove Vale will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Permanent exclusion

The school considers permanent exclusion to be a very serious step and the head teacher will need to investigate the incident thoroughly before this decision is made. This is used to remove a pupil permanently from the school roll. This means that a pupil may not return to the school and is therefore used for the most serious offences (please refer to the Behaviour Policy for more information). Suspensions and Permanent Exclusions is a last resort and is a response to a serious breach of school discipline such as:

- Serious actual or threatened violence against another pupil or a member of staff.



- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

A Head Teacher will often impose a 5-day suspension (fixed-period exclusion) if they are considering a permanent exclusion. This step is taken to ensure that thorough investigations are carried out.

Independent Review Panel (IRP)

If the Governing Board upholds a permanent exclusion, parents have the right to request an Independent Review Panel (IRP) within 15 school days of receiving notice of the Governing Board's decision.

The Independent Review Panel may:

- Uphold the exclusion decision;
- Recommend that the Governing Board reconsiders its decision; or
- Quash the decision and direct the Governing Board to reconsider.

The school will cooperate fully with the Local Authority in arranging the Independent Review Panel.

Pupils with Special Educational Needs and disabled pupils.

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.

The Head teacher will take reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable steps could include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external support for the child
- Staff training

Grove Vale School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs.

If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

Marking Attendance Registers Following Suspensions and Permanent Exclusions



When a pupil is excluded, he/she should be marked absent using Code E. Where alternative provision is made, and pupils attend it, they will be marked using either code B (education off site) or code D (dual registration.)

Alignment with Behaviour Policy and Sandwell LA Practice

At Grove Vale Primary School, suspensions and permanent exclusions sit beyond the school's graduated behaviour response as outlined in the Behaviour Policy. This includes classroom-based strategies, Lost Learning, Red Sky and Grey Sky interventions, SENCO involvement, and support from external agencies where appropriate.

Red Sky and Grey Sky interventions are structured, supervised, time-limited responses that form part of the school's internal behaviour system and are not substitutes for formal suspensions.

All suspensions and permanent exclusions are notified to Sandwell Metropolitan Borough Council without delay. Where a pupil is looked after or has a social worker, the pupil's social worker and/or the Sandwell Virtual School Head will also be informed without delay.

For pupils who are looked after or have a social worker, the school and Sandwell LA will work together to arrange suitable alternative provision from the first school day following the exclusion, where possible.

Behaviour incidents leading to suspension or permanent exclusion are recorded on Arbor, with safeguarding concerns additionally recorded on CPOMS, in line with the Behaviour Policy.