Mickleton Primary School

Suspension and Exclusion Policy



Approved by:	FGB	**Date:**	Sept 2026
Next review due by:	Sept 2027		

Statement of Intent

At Mickleton Primary School, we are committed to maintaining a safe, respectful and inclusive learning environment in which all pupils can achieve their full potential. Good behaviour and positive relationships are fundamental to securing high standards of education and safeguarding the welfare of all members of our school community.

Suspension and permanent exclusion are serious sanctions and will only be used as a last resort where all reasonable and appropriate interventions have been considered. The school seeks to identify and address the underlying causes of behaviour concerns wherever possible, while balancing the needs, rights and safety of other pupils and staff.

This policy sets out the legal framework and procedures governing suspension and permanent exclusion and ensures compliance with current Department for Education (DfE) guidance and relevant legislation.

1. Legal Framework

This policy has been written with regard to:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2008
- Equality Act 2010
- Human Rights Act 1998
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended)

It should be read alongside:

- DfE Suspension and Permanent Exclusion Guidance (current version)
- DfE Behaviour in Schools
- DfE Keeping Children Safe in Education 2026

- SEND Code of Practice: 0-25 Years
- DfE Mental Health and Behaviour in Schools
- Mickleton Primary School Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy

2. Definitions

Suspension

A suspension is the temporary removal of a pupil from school for disciplinary reasons.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.

Permanent Exclusion

A permanent exclusion is the removal of a pupil from the school roll because:

- there has been a serious breach of the school's Behaviour Policy; and/or
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

3. Principles

The school will ensure that all suspension and exclusion decisions are:

- Lawful
- Reasonable
- Rational
- Proportionate
- Fair
- Evidence-based

The Headteacher will apply the civil standard of proof when determining the facts of a case, namely whether it is more likely than not that an event occurred.

The school will never use:

- Informal exclusions
- Unofficial exclusions
- "Cooling off" periods
- Pressure on parents to remove their child from school

Any suspension or exclusion will be formally recorded on the school's Management Information System (MIS).

4. Grounds for Suspension or Permanent Exclusion

Examples of behaviour that may result in suspension or permanent exclusion include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour
- Bullying
- Discriminatory behaviour, including racism, sexism, homophobia, biphobia, transphobia and disability-related abuse
- Possession, use or threat of use of a prohibited item or weapon
- Serious damage to property
- Persistent and significant disruption to learning
- Serious misuse of technology or digital devices
- Online behaviour that threatens the safety, wellbeing or education of others
- Conduct that seriously damages the good order or reputation of the school

This list is not exhaustive.

5. Factors Considered Before Suspension or Exclusion

Before reaching a decision, the Headteacher will consider:

- The individual circumstances of the incident.
- The pupil's age and level of understanding.
- Previous behaviour records.
- Whether the behaviour may have been influenced by:
  - Special Educational Needs and Disabilities (SEND)

- Social, Emotional and Mental Health (SEMH) needs
- Mental health difficulties
- Bereavement or trauma
- Bullying
- Exploitation
- Child protection concerns
- Attendance issues
- Other safeguarding concerns

The school recognises that pupils with SEND, SEMH needs or other vulnerabilities may require additional support and intervention.

The school will consider whether reasonable adjustments have been made under the Equality Act 2010 and whether appropriate support has been provided in accordance with the SEND Code of Practice.

The existence of SEND or SEMH needs does not automatically prevent suspension or permanent exclusion where the legal threshold has been met.

6. Preventative and Early Intervention Measures

Prior to considering permanent exclusion, the school will seek to use appropriate interventions, including:

- Behaviour support plans
- Pastoral support programmes
- Early Help involvement
- Multi-agency working
- SEND assessments
- Educational Psychology support
- Gloucestershire Inclusion services
- Alternative provision
- Off-site direction
- Managed moves
- Attendance support
- Risk assessments

The school will keep detailed records of all support and interventions implemented.

7. Children with SEND and Other Vulnerabilities

The school recognises the additional responsibilities owed to:

- Children Looked After (CLA)
- Previously Looked After Children
- Pupils with SEND
- Pupils with Education, Health and Care Plans
- Disadvantaged pupils
- Pupils receiving social care support

Where exclusion is being considered for a pupil in one of these groups, the school will ensure that additional scrutiny is applied and relevant professionals are involved where appropriate.

The Headteacher will notify social workers and the Virtual School Head without delay where required by legislation.

8. Notification to Parents

Parents will be informed without delay of:

- The reason for the suspension or exclusion.
- The length of any suspension.
- Their rights of representation.
- Their rights to request a review where applicable.
- Arrangements for education during the period of suspension or exclusion.
- Their legal responsibilities during the first five days of a suspension or exclusion.

Communication will normally be made by telephone and confirmed in writing.

9. Education During Suspension or Exclusion

The school will provide suitable work for pupils during the first five school days.

Where required by law:

- Suitable full-time education will be arranged from the sixth school day.
- Alternative provision will meet the pupil's age, ability and needs.
- Parents will be informed of all arrangements.

Where a pupil has SEND, alternative provision will be planned in consultation with parents and relevant professionals.

10. Governing Board Responsibilities

The Governing Board will fulfil its statutory duties in relation to suspensions and exclusions.

The Governing Board must consider reinstatement where:

- A permanent exclusion has been issued.
- A suspension totals more than 15 school days in a term.
- A suspension or exclusion will cause a pupil to miss a public examination or statutory assessment.

When making decisions, governors will consider whether the Headteacher's decision was:

- Lawful
- Reasonable
- Fair
- Proportionate

The civil balance of probabilities standard will be applied.

11. Independent Review Panels

Parents have the right to request an Independent Review Panel following a Governing Board decision not to reinstate a permanently excluded pupil.

The review process will be conducted in accordance with statutory guidance and regulations.

Parents may request the attendance of a SEND expert regardless of whether the pupil has been formally identified as having SEND.

12. Equality and Inclusion

The school will comply fully with:

- Equality Act 2010
- Public Sector Equality Duty
- Human Rights Act 1998

The school will monitor suspension and exclusion data to ensure that decisions do not result in unlawful discrimination.

Reasonable adjustments will be considered and implemented where appropriate.

13. Monitoring

The Headteacher will provide termly reports to governors on:

- Number of suspensions
- Number of permanent exclusions
- Repeat suspensions
- Patterns by year group
- SEND status
- Disadvantage
- Gender
- Ethnicity
- Children Looked After
- Alternative provision placements

The Governing Board will analyse this information to identify trends, challenge disproportionality and evaluate the effectiveness of behaviour and inclusion strategies.

14. Review

This policy will be reviewed annually by the Headteacher and Governing Board.

The policy has been reviewed against:

- DfE Suspension and Permanent Exclusion Guidance

- Keeping Children Safe in Education 2026
- Equality Act 2010
- SEND Code of Practice

The Governing Board is satisfied that the policy remains compliant with current legislation and statutory guidance as of September 2026.

Flowchart for reviewing the headteacher's suspension or exclusion decision

