



## PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

**TITLE: Suspensions and Exclusions Policy**

**DATE: November 2025**

**REVIEW: November 2026**

**MONITORED BY: Attendance and Behaviour Designated Governor**

**AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

### Introduction

Prior Heath Infant School is committed to providing a safe, nurturing, and inclusive learning environment where children can thrive. We work hard to ensure that our ethos and environment support children to learn and succeed. Suspension or permanent exclusion are used only as a last resort after considering all alternative strategies.

This Suspension and Exclusion Policy outlines the procedures and expectations for suspensions and permanent exclusions at our school. The policy complies with the Department for Education (DfE) statutory guidance on school suspensions and permanent exclusions (2024) and Surrey County Councils suspensions and exclusions guidance.

### Statutory Framework

This policy is written with reference to:

- [Suspensions and permanent exclusions from maintained schools: DfE statutory guidance 2024](#)
- *Keeping Children Safe in Education*
- *Equality Act 2010*
- *SEND Code of Practice 2015*
- *Education Act 2002*
- *Education and Inspections Act 2006*

Only the Headteacher, or a person acting with the Headteacher's authority, can suspend or permanently exclude a pupil from school. A decision to exclude will only ever be taken as a last resort.

### Aims

The aims of this policy are to:

- Promote high standards of behaviour and a calm, safe learning environment.
- Ensure pupils understand expectations and consequences.

- Apply sanctions fairly, proportionately and without discrimination.
- Ensure pupils continue to receive suitable education when suspended or excluded.
- Support pupils with appropriate early intervention.

## **When Exclusion May Be Considered**

Under DfE guidance, suspension or permanent exclusion may be considered only:

1. **In response to a serious breach or persistent breaches** of the school's Positive Behaviour Policy.
2. **Where allowing the pupil to remain in school would seriously harm**
  - the education or welfare of the pupil, or
  - the education or welfare of others

Examples of behaviours that may lead to exclusion include:

- Serious physical harm to pupils or staff.
- Dangerous behaviour posing a significant safety risk.
- Persistent disruptive behaviour despite interventions.
- Bullying, harassment or targeted aggression.
- Severe damage to property.

The developmental stage of pupils and any additional needs will always be considered.

## **Preventative Measures**

Prior Heath Infant School prioritises support and preventative strategies over exclusion. These include:

- Early identification of behavioural or emotional needs.
- Individual behaviour plans.
- Small-group or 1:1 pastoral intervention.
- Reasonable adjustments for pupils with SEND.
- Home–school behaviour agreements.
- Multi-agency support where appropriate.
- Restorative approaches.

Exclusion is used only when these strategies have been exhausted, or when the behaviour is so serious that exclusion is immediately required.

## **Types of Exclusion**

### **Suspension (Fixed-Period Exclusion)**

A suspension may be for part of a day, one full day or multiple days up to a maximum of 45 school days in an academic year. The length of a suspension will be set out by the Headteacher at the start of the suspension period but it may be extended if there is a need for further investigation.

## **Permanent Exclusion**

Permanent exclusion is an extremely serious sanction and a step taken by the school only as an absolute last resort. It will only be considered where the behaviour is exceptionally serious and all alternatives are unsuitable.

During suspensions and permanent exclusions, daytime supervision of the child is the responsibility of the parent or guardian.

## **Decision-Making Process**

When considering suspension or exclusion, the Headteacher will:

1. **Investigate** the incident, allowing the pupil to share their account.
2. **Consider evidence**, including witness statements.
3. **Assess proportionality**, taking into account:
  - The age and developmental stage of the child.
  - Whether there are any SEND or safeguarding needs.
  - Whether reasonable adjustments were considered.
4. **Decide** whether a suspension or exclusion is lawful, reasonable and fair.

## **Notification Procedures**

Following a decision to suspend or exclude:

### **Parents/Carers**

Parents/carers will be:

- Informed by telephone as soon as possible.
- Provided with a written notice stating:
  - reason(s) for exclusion
  - duration of a suspension
  - start and end dates
  - their right to make representation to the Governing Board
  - details of how education will be provided from day 6 (if applicable).

## **Local Authority and Governing Board**

The school will notify:

- **The Governing Board** for all suspensions and exclusions.
- **The Local Authority** for permanent exclusions and longer suspensions.

## **Social Worker / Virtual School**

If the pupil has a social worker, or is a looked-after child (LAC) or previously looked-after child (PLAC) the school will inform the relevant professionals without delay.

## **Education During Suspension or Exclusion**

### **For suspensions up to 5 school days:**

The school will set work for the pupil to complete at home.

### **From the 6th school day of a suspension:**

The school (or LA) will arrange **full-time, suitable education**.

### **For permanent exclusions:**

The Local Authority will secure full-time education from the **6th school day**.

## **Pupils with SEND or Additional Needs**

In line with statutory guidance:

- Exclusion **cannot** be based on a school's inability to meet needs.
- Behaviour may be linked to unmet SEND needs.
- Exclusion must be a last resort.
- Reasonable adjustments must be considered.
- Additional assessments or reviews may be appropriate.

When exclusion is considered for a pupil with SEND, the SENCO is consulted before a decision is made.

## **Reintegration After Suspension**

A reintegration meeting will be offered to parents/carers.

This meeting:

- Will support the pupil's return to school.
- Will review any behaviour support strategies.
- Will not be used as a condition for reinstatement.

A reintegration plan may include:

- Clear expectations.
- Pastoral support.
- Behaviour targets.
- Adjustments or interventions.

## **Cancelling (Rescinding) a Suspension or Exclusion**

The Headteacher may, at any time before the Governing Board meeting, **cancel** a suspension or permanent exclusion if new evidence emerges. If this is the case, parents and appropriate professionals will be notified immediately.

## **Governing Board Review Process**

The Governing Board will review exclusions in line with DfE timelines.

A review meeting **must** be held if:

- The exclusion is permanent.
- The pupil has been suspended for **more than 15 school days in a term**.
- The exclusion results in the pupil missing **a public examination**.

Parents have the right to attend, submit evidence, and request remote attendance if preferred.

## **Independent Review Panel (IRP)**

If the Governing Board upholds a permanent exclusion, parents may request an **Independent Review Panel (IRP)**.

The IRP can:

- Uphold the decision.
- Recommend reconsideration.
- Quash the decision (if unlawful).

## **Record-Keeping and Data Monitoring**

The school will maintain:

- A detailed log of all suspensions and exclusions.
- Records of duration, reasons and context.
- Reports for the Governing Board.

Data will be analysed to identify trends, including:

- SEND status.
- Looked-after / previously looked-after pupils.
- Ethnicity and other vulnerable groups.

## **Equality and Non-Discrimination**

Under the Equality Act 2010, the school will not discriminate on the basis of:

- Disability
- Race
- Sex
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity

The school will always consider whether behaviour is a manifestation of disability or unmet need.

## **Safeguarding Considerations**

If safeguarding concerns are identified:

- The Designated Safeguarding Lead (DSL) will be consulted.
- The school may make referrals to children's social care or other agencies.

## **Review of Policy**

This policy will be reviewed annually by the Governing Board or sooner if DfE guidance changes.