



*'With Jesus, we learn together
through faith and love'*

Suspension and Exclusion Policy

Last Review: October 2025

It is the policy of St. Mary's Catholic Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Behaviour Policy).

Purpose of this policy

This policy is designed to briefly outline the school's approach to suspension and exclusions within the statutory framework as defined in the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022.' It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

A decision to suspend a pupil for a fixed period or permanently exclude a pupil is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

The school will take account of any special educational needs when considering whether or not to suspend or exclude a pupil. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. Reasonable steps will include:

- Differentiation in the school's Behaviour Policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for suspension or permanent exclusion as far as possible, although exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Suspension may be warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's Behaviour Policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion

No suspension or exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for suspension and exclusion from school:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

Verbal abuse or threatening behaviour against a pupil or adult

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.'

These are examples of some of the reasons a child may be suspended or permanently excluded from school.

A Fixed Term Suspension from the school can only be authorised by the Headteacher. If a child has a social worker they will be informed straight away.

A fixed term suspension will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Tracking any triggers for poor behaviour
- Checking on any possible provocation
- Internal seclusion
- Multi-agency support

Suspension will not be used for minor incidents (e.g. lateness, poor academic performance.)

1. In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction. The Head Teacher will speak to the LA first before carrying out a permanent exclusion.
2. The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
3. The school regularly monitors the number of Fixed Term Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

The decision to exclude

If the Headteacher decides to suspend or exclude a pupil he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected. This will

be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting.

- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

This Policy will be updated annually or it will be reviewed sooner if needed.

Students Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided.

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Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

Appeals

All correspondence regarding a permanent exclusion from the school will inform parents of the right to appeal. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy.