



Beech Green Primary School

'Respect Achieve Belong'

Suspension and Exclusions Policy

2026 – 2027

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Introduction

Beech Green Primary School is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the school's Behaviour Policy, and the DofE guidance School suspensions and permanent exclusions (DFE 2026). Where relevant, this policy references other school policies but is not intended to provide detailed information, however the policies referenced can be found on the school website.

The school takes a positive approach to encouraging good behaviour, however recognises that sanctions in the school are essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers 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 Beech Green 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.

Within Gloucestershire, there is a range of support available to support pupils who are at risk of exclusion. Support available in Gloucestershire includes:

- Providing school-based strategies for preventing exclusions;
- Alternatives to exclusions;
- Managed moves;

Managed moves are voluntary.

Parent and pupil views must be considered.

A pupil must not be excluded for refusing a managed move.

Trial managed moves are not lawful.

- Education Inclusion Service;
- Advisory teaching Service;
- Speech and Language Therapy Service;
- Families First Plus;
- Youth Support Service;
- Children and Ad Child and Adolescent Mental Health Service – CAMHS
- Educational Psychologists;
- Alternative Provision Schools;
- Voluntary Sector Support Services

Our Local Authority (LA) has an expectation that schools will have employed a range of measures to prevent the need for exclusion. 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 Headteacher should investigate whether any contributing factors may have led to the incident of poor behaviour e.g. pupil has suffered bereavement, has mental health issues or has been subject to bullying. With this in mind, Beech Green 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 school's Behaviour Policy.

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

- My Plans (reviewed regularly);
- Team Around the Family (TAF)

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- Navigation Hub referrals;
- Team Around the Child;
- Early intervention to address underlying causes of potentially disruptive behaviour;
- Assessments of appropriate provision of support within the school.

Definition

A “suspension” is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An “exclusion” is defined as the permanent removal of a pupil from the school, 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 pupils or staff in the school.

Reasons for Exclusion or Suspension

Reasons might include, but are not limited to:

- 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 pupil’s behaviour.

Occasionally unacceptable behaviour may prove to be persistent, and this is where a Suspension may be actioned, in which case, support for the child will be agreed with the parents to support them in school.

Separation of Pupils for Safeguarding Purposes

A pupil may be kept away from school temporarily for safeguarding reasons where separation from another pupil is necessary: this is **not a suspension**.

Suspension

Suspension will be for the shortest time necessary. A suspension for a period 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.

It is important to note that suspensions will not be used for minor incidents such as academic performance or lateness.

A suspension may be used in response to a serious breach of school rules or policies. In such a case, the Headteacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies. The child will be encouraged to give their version of events and the Headteacher will check whether the incident may have been provoked e.g. by bullying or racial harassment.

For the first 5 days of a suspension, the school must send homework for the pupil and arrange to have this homework marked. For suspension of more than 5 days, the school is responsible for arranging suitable alternative full-time education from the 6th day until the end of the suspension.

The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following a suspension, and for managing their future behaviour. If a pupil has received numerous suspensions or is approaching the legal limit of 45 school days of fixed-period suspension in an academic year, the school has a duty to consider whether exclusion is an effective sanction.

Procedure for Suspension

- Headteacher 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 Headteacher must give written notice to the parents informing them of:
 - The precise period and the reasons for the suspension;
 - 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 meeting.

The Headteacher must inform the Governing Body and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.

Children can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in any one school year. A fixed period exclusion does not have to be for a continuous period. A fixed period may be extended to or converted to a permanent exclusion in exceptional cases, usually where further evidence has been uncovered.

The school has a duty to arrange full time education from and including day 6 of the exclusion and has a duty to provide full time education for a Looked After Child from day 1.

When returning back to school a reintegration meeting will be arranged with the Headteacher or a senior member of staff and the parent and child on the school premises. If the parent fails to attend, the school must keep a record of the failure as this could be taken into account at court in deciding whether to impose a parenting order.

Parents have the right to make a representation to the Governing Body for any suspension.

The school is also aware that sending children home from school during lunchtime will also be considered a suspension. Informal suspensions such as sending a child home to "cool off" are

unlawful, regardless of whether they occur with the agreement of parents. Any suspension or exclusion of a pupil must be formally recorded (DoE 2023).

Permanent Exclusions

The school considers permanent exclusion to be a very serious step and the Headteacher will need to investigate the incident thoroughly before this decision is made. As with suspension, permanent exclusion will follow a range of strategies set out by the school and detailed in the Behaviour Policy and will be seen as a last resort, or it will be in response to a very serious breach to school rules and policies such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Carrying an offensive weapon;
- Persistent bullying;
- Racial harassment.
- Serious or regular times when behaviour policy isn't followed
- When allowing the pupil to stay at school would seriously harm the education or health of other pupils or adults.
- Persistent stage 3 or 4 behaviours. These are:

Stage 3 Behaviours:

- Dangerous behaviour
- Throwing objects
- Bullying, including online
- Damaging or breaking things on purpose
- Stealing
- Treating people unfairly (e.g. racism)
- Swearing
- Hurting others on purpose

Stage 4 Behaviours:

- Injury to others on purpose
- Bringing something dangerous into school which is not allowed

Procedure for Making a Permanent Exclusion

- Headteacher takes the decision to exclude a pupil permanently;
- Contact the parent/carer immediately ideally by telephone;
- The Headteacher must give written notice to the parents informing them of specific information (found on the GCC Schools website);
- The Headteacher must inform the Governing Body and LA within 1 day on the appropriate form (found on GCC Schools website);
- The school has a duty to arrange full time education from and including day 6 of the exclusion;
- The school has a duty to provide full time education for a Looked After Child from day 1;
- On receiving notice of the exclusion, the Governing Body must convene a meeting within 15 school days to review the exclusion and to consider reinstatement. They must invite the parent, the Headteacher and a LA Social Inclusion officer. Papers including written statements must be circulated at least 5 days before the meeting;
- The Governing Body may ask for advice from the LA officer, but must make the decision alone, asking other parties to withdraw. The clerk may remain;
- The Governing Body must inform the parent, Headteacher and LA officer of their decision in writing within 1 day of the hearing stating reasons;
- LA to contact parent within 3 working days indicating the latest date by which a review can be lodged;

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- The child to be removed from the register only when the review process is complete;
- Where parents dispute the decision of a Governing Body not to reinstate an excluded pupil, they can ask for this decision to be reviewed by an independent review panel.

It is the Chair of Governors responsibility to direct the Governing Body of the school to details of their responsibilities when considering exclusions. Details of Governor responsibilities regarding exclusions can be found in Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE 2026).

Behaviour Outside School

Pupils' behaviour outside school on school trips or at sports fixtures etc, is subject to the school's Behaviour Policy. Poor behaviour in such circumstances will be dealt with as if it has taken place in school.

For behaviour outside school, it is at the discretion of the Headteacher whether or not to exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupils as a whole, or if it is deemed to be damaging to the reputation of the school.

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 their SEN or disability, by excluding them from school for behaviour related to their SEN/ disability. Headteachers 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 SEND Code of Practice and a Duty of Care.

The Headteacher 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.

Beech Green School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs and is aware that whether or not a school recognises that a pupil has SEND, all parents have a right to request the presence of a SEND expert if their case is to be reviewed by an independent panel.

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.

Temporary Reduced Timetable

In some cases, the school may consider it appropriate to the needs of a particular child, to offer a reduced timetable for a limited period. In this situation, paramount consideration would be given to safeguarding the child and a thorough risk assessment would be carried out. Any reduced timetable would be planned within a pastoral support plan (PSP).

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The timetable would be time-limited with a clear plan to increase attendance back to full time, involve professionals working with the child/family, and ensure that parents have given their full consent. This must be completed, signed and then sent to the LA.

Marking Attendance Registers Following Exclusion

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).

Monitoring and Review

The impact of this Suspension and Exclusions Policy is monitored by the headteacher and deputy headteacher. Any concerns around patterns in pupils' behaviour leading to exclusion are explored and appropriate actions taken.

Data relating to exclusions including the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used, when necessary, as a last resort is regularly presented to the Governing Body in the Headteachers' report and the DFE analysis is annually scrutinised for evidence of any trends and improvements.

This policy will be reviewed on an annual basis by the Headteacher in conjunction with the Governing Body.