



SUSPENSION AND PERMANENT EXCLUSION POLICY

Last Reviewed	April 2026
Reviewed By (Name)	Alex Sutcliffe/ Gavin Powers Approved Governors July 2026
Job Role	Heads of Schools
Next Review Date	April 2027

Introduction

At The Park Federation, we are committed to providing a safe, supportive and orderly environment in which all pupils can learn, achieve and thrive. High standards of behaviour are essential to ensuring that every member of the school community feels respected, protected and able to fulfil their potential. While the school places significant emphasis on early intervention, positive behaviour support and restorative approaches, there may be occasions where suspension or permanent exclusion is necessary.

This policy sets out the circumstances in which suspension and permanent exclusion may be used and the procedures that will be followed. It is based on the Department for Education's statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (July 2026) and should be read alongside the school's Behaviour Policy, Safeguarding Policy, SEND Policy and Equality Policy.

The school recognises that suspension and permanent exclusion are serious sanctions. Decisions to exclude will always be made fairly, reasonably, proportionately and lawfully. Permanent exclusion will only be used as a last resort when all other reasonable strategies have been considered or exhausted and where allowing a pupil to remain in school would seriously harm the education or welfare of others.

Legislation- this publication refers to:

- the Education Act 2002, as amended by the Education Act 2011
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

Principles

At The Park Federation we believe that positive behaviour is best achieved through clear expectations, strong relationships, consistent routines and appropriate support. Staff will work proactively with pupils, parents, carers and external agencies to identify and address behavioural difficulties at the earliest opportunity.

When considering exclusion, the Executive Headteacher and Heads of Schools will take account of all relevant circumstances, including the individual needs of the pupil, any safeguarding concerns, the impact of the behaviour on others, and whether appropriate

support has been provided. Decisions will be made on the balance of probabilities and in accordance with the principles of natural justice and procedural fairness.

The school will ensure that no pupil is treated less favourably because of a protected characteristic under the Equality Act 2010. Consideration will be given to pupils with special educational needs and disabilities, pupils with Education, Health and Care Plans, looked-after children, previously looked-after children, and pupils who have social workers.

The school recognises that a pupil's behaviour outside of school may be taken into account when considering whether a suspension or permanent exclusion is appropriate.

Preventative Measures and Early Intervention

The school is committed to reducing the need for exclusion through effective early intervention. Where concerns arise regarding a pupil's behaviour, a range of support strategies may be considered before exclusion becomes necessary. These may include behaviour support plans, pastoral interventions, mentoring, counselling, restorative approaches, referral to external agencies, SEND assessments, Early Help support, or multi-agency involvement.

The school may also consider alternative strategies such as off-site direction or a managed move where these are judged to be in the best interests of the pupil and are likely to improve outcomes. Any such arrangements will be implemented in accordance with statutory guidance and only after careful consideration of the pupil's needs and circumstances.

Before making a decision to suspend or permanently exclude a pupil, the Headteacher will, where appropriate, take account of the pupil's views, giving due consideration to their age, maturity and level of understanding. Pupils will be given an opportunity to express their views and, where necessary, appropriate support will be provided to help them do so, including through parents, carers, social workers or other advocates. The Headteacher will ensure that the pupil is informed about how their views have been considered in reaching any decision. In addition, the Headteacher will consider any relevant contributing factors that may have influenced the pupil's behaviour, including any safeguarding concerns, special educational needs and disabilities (SEND), social, emotional or mental health needs, or other personal circumstances identified following the incident. While these factors will be carefully considered, they will not necessarily prevent a suspension or permanent exclusion where such a sanction is deemed appropriate, reasonable and proportionate.

Suspension

A suspension is a fixed-period exclusion from school and may be imposed only by the Executive Headteacher/ Head of School, or a person formally acting in that capacity. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days within a single academic year.

Suspension may be used where a pupil's behaviour represents a serious breach of the school's Behaviour Policy or where a period away from school is considered necessary

to protect the education, welfare or safety of members of the school community. The school recognises that suspension can provide a clear indication to a pupil that their behaviour is unacceptable and may help prevent more serious sanctions from becoming necessary.

During any period of suspension, the school will ensure that appropriate work is set and marked. The school will maintain contact with the pupil and family where appropriate and will make suitable arrangements for education provision in accordance with statutory requirements. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour meets the threshold of suspension during lunchtime, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The needs of pupils with SEND or disabilities will continue to be considered throughout any period of suspension.

Permanent Exclusion

Permanent exclusion is the most serious sanction available to the school and will only be used where there has been 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 other pupils or staff.

The decision to permanently exclude will never be taken lightly. Before reaching such a decision, the Headteacher will consider all available evidence, the individual circumstances of the pupil, any relevant mitigating factors, safeguarding considerations, and the support that has previously been provided.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

The school recognises the significant impact that permanent exclusion can have on a pupil and their family. Accordingly, every effort will be made to ensure that the decision-making process is transparent, fair and fully compliant with statutory guidance.

Pupils with SEND, Disabilities and Additional Vulnerabilities

The school acknowledges its responsibilities under the Equality Act 2010 and the Children and Families Act 2014. Before making a decision to suspend or permanently exclude a pupil with SEND or a disability, consideration will be given to whether appropriate support and reasonable adjustments have been implemented and whether additional interventions may be required.

Where a pupil has an Education, Health and Care Plan, the school will work closely with the Local Authority and may request an early review where concerns about behaviour arise. Where appropriate, advice will be sought from specialist services to ensure that decisions are informed by a full understanding of the pupil's needs. This may trigger an early review of the EHCP.

Particular care will also be taken when considering exclusion for looked-after children, previously looked-after children, pupils with social workers, pupils subject to Child Protection Plans and pupils experiencing significant personal difficulties.

Notification Procedures

Where a decision is made to suspend or permanently exclude a pupil, parents or carers will be informed without delay. Wherever possible, initial contact will be made by telephone before written confirmation is issued.

Written notification will clearly explain the reasons for the exclusion, the length of any suspension, the rights of parents to make representations to the Governing Board, and any rights to request review meetings. Information regarding education provision and arrangements during the exclusion period will also be provided.

Written notification of the information above will be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where a suspended or permanently excluded pupil is of compulsory school age the headteacher will also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.

These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

The school will notify the Local Authority and, where relevant, the pupil's social worker and Virtual School Head in accordance with statutory requirements.

Reintegration Following Suspension

The school is committed to supporting pupils to return successfully to education following a suspension. Reintegration arrangements will be tailored to the individual needs of the pupil and will include a reintegration meeting with parents and pastoral support.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting,

the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

The purpose of reintegration is to provide pupils with a positive fresh start, rebuild relationships and help them understand how they can meet the school's expectations in the future. A pupil's return to school will not be delayed because a parent is unable to attend a reintegration meeting.

Responsibilities of the Governing Board

The Governing Board will fulfil its statutory responsibilities in relation to suspensions and permanent exclusions. Governors will consider exclusions where required by law, review relevant information fairly and objectively, and ensure that all procedures have been followed correctly.

The headteacher will notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil)
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The Governing Board will also monitor patterns and trends in exclusions, paying particular attention to vulnerable groups of pupils. This monitoring will help ensure that exclusions are being used appropriately, fairly and only when necessary.

For a suspension of more than five school days, the governing board (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age.

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

The Governing board will routinely challenge and evaluate what their school's data indicates about pupil movement. This includes carefully considering the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement to ensure that such actions are taken only, when necessary, as a last resort.

Monitoring and Review

The Executive Headteacher/ Head of School will report exclusion data regularly to the Governing Board. This will include information relating to suspensions, permanent exclusions and the characteristics of pupils affected. The Governing Board will use this information to evaluate the effectiveness of behaviour strategies and ensure compliance with equality and safeguarding duties.

This policy will be reviewed annually, or sooner if changes to legislation or statutory guidance require amendment.