

St. John the Baptist R.C. Primary School

Suspension and Exclusions policy

2026/2027



One family in Christ

love o**f** learning
and pl**a**ying together
one com**m**unity
aiming high
helping each other
and pr**a**ying together
On our journey with Christ

ST JOHN THE BAPTIST RC PRIMARY SCHOOL

Part of St Teresa of Calcutta Catholic Academy Trust

SUSPENSION AND PERMANENT EXCLUSION POLICY

Academic Year: 2026–2027

Policy approved by: Local Governing Body / St Teresa of Calcutta Catholic Academy Trust

Date approved: September 2026

Policy owner: Headteacher (Lisa Campbell)

Review date: September 2027

Statutory guidance: DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – guidance in force from 26 July 2026

1. OUR CATHOLIC MISSION

At St John the Baptist RC Primary School, as One Family in Christ, we seek to **Make Christ Known and Make Lives Better**.

Our Catholic faith is at the heart of our approach to behaviour, relationships and discipline. We believe that every child is made in the image and likeness of God and has the right to feel safe, valued, respected and included.

We recognise that children make mistakes and that forgiveness, reconciliation, restoration and responsibility are important aspects of our Catholic community.

We have high expectations for behaviour because we believe that every child deserves the opportunity to learn, flourish and develop their God-given gifts.

Suspension and permanent exclusion are serious sanctions. They will be used lawfully, fairly, reasonably and proportionately and in accordance with current statutory guidance.

The school will seek to understand the individual circumstances of pupils and to provide appropriate support and intervention. However, where behaviour is sufficiently serious, suspension or permanent exclusion may be necessary to protect the safety, welfare and education of the school community.

2. PURPOSE OF THIS POLICY

This policy aims to ensure that:

- pupils understand the school's expectations for behaviour;
- staff apply behaviour expectations consistently;
- suspension is used appropriately and proportionately;
- permanent exclusion is used only when the statutory threshold is met;
- decisions are lawful, reasonable, fair and proportionate;
- pupils' individual circumstances are properly considered;
- SEND and equality considerations are taken into account;
- safeguarding concerns are identified and acted upon;
- parents and carers understand the school's procedures;
- pupils receive appropriate education during suspension;
- pupils are supported to return successfully following suspension;
- governors and the Trust have effective oversight of suspension and exclusion;
- the school does not use informal or unofficial exclusions.

3. LEGISLATION AND STATUTORY GUIDANCE

This policy has regard to the following legislation and statutory guidance:

- Education Act 1996;
- School Standards and Framework Act 1998;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014;

- Education (Pupil Registration) (England) Regulations 2006, as amended;
- SEND Code of Practice: 0 to 25 years;
- DfE **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**, in force from 26 July 2026;
- DfE **Keeping Children Safe in Education 2026**;
- DfE **Working Together to Safeguard Children 2026**;
- relevant DfE behaviour and attendance guidance;
- relevant St Teresa of Calcutta Catholic Academy Trust policies.

The DfE statutory guidance applies to academies and sets out the legal responsibilities of headteachers, academy trusts, governing boards and other parties involved in suspension and permanent exclusion.

4. DEFINITIONS

Suspension

Suspension is the temporary removal of a pupil from school for a fixed period.

The term **suspension** is used rather than "fixed-term exclusion".

A pupil may be suspended for one or more periods, subject to the statutory maximum of **45 school days in any one academic year**.

Permanent exclusion

Permanent exclusion means that a pupil is permanently removed from the school.

Permanent exclusion is an extremely serious decision and should only be used where the statutory threshold has been met.

Internal suspension

An internal suspension is where a pupil is removed from their normal classroom or usual timetable but remains on the school premises under the supervision of school staff.

An internal suspension is not an external suspension.

5. PRINCIPLES

St John the Baptist RC Primary School believes that:

1. Every pupil has the right to learn in a safe, calm and purposeful environment.
2. Every member of our school community should be treated with dignity and respect.
3. Behaviour expectations apply fairly and consistently.
4. Behaviour can sometimes communicate an unmet need or difficulty.
5. The school will seek to understand barriers to positive behaviour wherever appropriate.
6. Restorative approaches should be used where they are appropriate and safe.
7. Suspension should normally be a last resort, although serious incidents may require immediate suspension.
8. Permanent exclusion is an exceptional measure.
9. SEND, disability, safeguarding and equality considerations must be considered.
10. Parents and carers should be involved wherever appropriate.
11. Suspension or permanent exclusion must never be used as an informal or unofficial means of removing a pupil from school.
12. The school will seek to ensure that pupils return successfully to school following suspension.

6. AUTHORITY TO SUSPEND OR PERMANENTLY EXCLUDE

The Headteacher has the authority to suspend or permanently exclude a pupil.

The Headteacher's decision will be based on the individual circumstances of each case.

The Headteacher will consider:

- the seriousness of the behaviour;
- the impact on pupils, staff and the wider school community;
- the pupil's age and developmental stage;
- the pupil's previous behaviour;
- the pupil's individual circumstances;
- SEND and disability;
- whether reasonable adjustments have been made;
- safeguarding concerns;
- whether the pupil has a social worker;
- whether the pupil is looked after or previously looked after;
- whether the behaviour may be linked to an unmet need;
- whether discrimination may be relevant;
- previous interventions and support;
- the likely impact of the proposed sanction.

The Headteacher will ensure that the decision is supported by appropriate evidence and is lawful, reasonable, fair and proportionate.

7. BEHAVIOUR THAT MAY RESULT IN SUSPENSION

Examples of behaviour that may result in suspension include:

- serious physical assault;
- serious threats or intimidation;
- serious verbal abuse;
- serious bullying;
- discriminatory abuse or harassment;
- racist abuse;
- homophobic, biphobic or transphobic abuse;
- serious sexual harassment;
- sexual violence;
- possession of a weapon or item intended to cause harm;
- possession, use or distribution of illegal drugs;
- serious damage to property;
- behaviour which places pupils or staff at significant risk;
- serious online behaviour connected to the school community;
- serious disruption to learning;
- persistent and serious breaches of the Behaviour Policy;
- behaviour that represents a significant safeguarding concern.

This list is not exhaustive.

The school will not operate an automatic "one incident equals suspension" system. Each case will be considered individually.

8. PERMANENT EXCLUSION

Permanent exclusion will only be considered in exceptional circumstances.

The statutory threshold will be applied.

Permanent exclusion may be appropriate where there has been:

- a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher will consider all relevant circumstances before making the decision.

Permanent exclusion will not be used simply because:

- a pupil has SEND;

- a pupil has challenging behaviour;
- a pupil is vulnerable;
- previous interventions have been unsuccessful;
- a pupil has poor attendance;
- a pupil is academically behind;
- a pupil's parents are difficult to engage;
- another school appears to offer more appropriate provision.

9. BEFORE SUSPENSION

Where appropriate and practicable, the school will seek to prevent suspension through:

- clear behaviour expectations;
- consistent classroom management;
- restorative conversations;
- pastoral support;
- individual behaviour plans;
- nurture and emotional regulation support;
- mentoring;
- increased supervision;
- targeted intervention;
- SEND assessment and support;
- reasonable adjustments;
- parental engagement;
- external agency involvement;
- risk assessments;
- early help.

The school recognises that some behaviour is sufficiently serious that suspension may be necessary without these strategies first being exhausted.

10. SEND AND DISABILITY

The school is committed to inclusive practice.

Before suspending or permanently excluding a pupil with SEND, the Headteacher will consider, where relevant:

- whether the pupil's SEND may have contributed to the behaviour;
- whether the pupil's needs have been appropriately identified;
- whether reasonable adjustments have been made;
- whether appropriate provision has been provided;

- whether communication difficulties contributed to the incident;
- whether sensory, emotional or regulation needs contributed;
- whether additional professional advice is required.

The SENDCo will be involved where appropriate.

Having SEND does not prevent a pupil from being suspended or permanently excluded where this is necessary and lawful.

However, the school will ensure that disability-related discrimination does not influence the decision.

11. SAFEGUARDING

Behaviour may sometimes be an indicator of safeguarding concerns.

The school will consider whether behaviour is connected to:

- abuse or neglect;
- exploitation;
- child-on-child abuse;
- bullying;
- discrimination;
- domestic abuse;
- family circumstances;
- mental health or emotional wellbeing;
- changes in care arrangements;
- online abuse;
- harmful sexual behaviour.

The Designated Safeguarding Lead will be consulted where appropriate.

Suspension or permanent exclusion must never be used to avoid addressing a safeguarding concern.

The school's Safeguarding and Child Protection Policy will continue to apply.

The school will have regard to **Keeping Children Safe in Education 2026**, which came into force on 1 September 2026.

12. CHILDREN WITH SOCIAL WORKERS AND CHILDREN IN CARE

Where relevant, the school will consider the additional vulnerability of pupils who:

- have a social worker;
- are looked after;
- were previously looked after;
- are subject to child protection or child in need arrangements.

Where appropriate, the school will liaise with:

- the pupil's social worker;
- Virtual School Head;
- SEND professionals;
- other relevant agencies.

The aim will be to ensure that suspension or exclusion decisions take account of the pupil's circumstances while maintaining appropriate standards of behaviour and safety.

13. EQUALITY

The school will comply with the Equality Act 2010.

No pupil will be discriminated against on the basis of a protected characteristic.

The school will consider whether behaviour may be connected to:

- disability;
- race;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The school will also consider communication needs and other barriers that may affect a pupil's understanding of behavioural expectations.

14. INVESTIGATION AND DECISION-MAKING

Before making a decision, the Headteacher will establish the facts as far as reasonably possible.

This may include:

- speaking to the pupil;
- speaking to staff;
- speaking to witnesses;
- reviewing written accounts;
- reviewing CCTV where appropriate;
- reviewing relevant records;
- considering previous incidents;
- considering safeguarding information;
- considering SEND information;
- considering information from parents or professionals.

The pupil will be given an appropriate opportunity to give their account, taking account of their age, developmental stage and communication needs.

The Headteacher will then determine whether suspension or permanent exclusion is appropriate.

15. PARENTAL NOTIFICATION

Parents/carers will be informed without delay when their child is suspended or permanently excluded.

Written notification will set out the relevant information, including:

- the period of suspension, where applicable;
- the reasons for the decision;
- arrangements for education;
- arrangements for return;
- relevant rights of representation;
- arrangements for governing board consideration where applicable.

The school will make reasonable adjustments to communication where required.

16. EDUCATION DURING SUSPENSION

The school will provide appropriate work during a suspension.

Parents/carers will be informed of arrangements for accessing and completing work.

Where a suspension extends beyond five school days, the school will make arrangements for suitable full-time education from the sixth school day in accordance with statutory requirements.

17. REINTEGRATION FOLLOWING SUSPENSION

The school will support pupils to return successfully following suspension.

A reintegration meeting or discussion will normally take place.

This may include:

- discussing what happened;
- allowing the pupil to reflect;
- considering the impact on others;
- identifying triggers;
- reviewing support;
- agreeing expectations;
- considering reasonable adjustments;
- repairing relationships;
- setting appropriate targets.

Parents/carers will be involved where appropriate.

The aim is to ensure that suspension results in a successful return to school rather than contributing to further disengagement.

18. INTERNAL SUSPENSION

The school may use internal suspension as a proportionate response to behaviour.

An internal suspension will:

- take place on school premises;
- be supervised appropriately;
- provide access to education;
- have a clear purpose;
- be proportionate;
- be recorded by the school;
- not be used indefinitely;
- not be used to avoid the statutory suspension process;
- not be used as a substitute for addressing SEND or safeguarding needs.

Internal suspension arrangements will be reviewed by leaders to ensure that they are being used appropriately.

The 2026 national guidance provides clearer expectations around the appropriate use of internal suspensions.

19. INFORMAL OR UNOFFICIAL EXCLUSION

The school will not use informal or unofficial exclusion.

The school will not:

- ask parents to keep their child at home without formally recording a suspension;
- send a pupil home for part of a day as an unofficial sanction;
- encourage parents to withdraw their child;
- remove a pupil from the school roll without following the statutory process;
- require a parent to agree to a managed move as an alternative to formal exclusion;
- use a managed move to avoid exclusion procedures.

Any removal from school as a disciplinary sanction will be managed through the appropriate formal process.

20. MANAGED MOVES AND PUPIL MOVEMENT

A managed move will only be considered where it is genuinely in the pupil's best interests and the appropriate statutory and procedural requirements are met.

A managed move must not be used:

- to avoid formal exclusion procedures;
- without appropriate agreement;
- because a pupil is vulnerable;
- because a pupil has SEND;
- to improve school behaviour statistics;
- to remove a pupil without due process.

The school will ensure that safeguarding, SEND, attendance and educational information is transferred appropriately when pupils move between settings.

The revised DfE statutory guidance specifically includes **pupil movement** and applies to academies.

21. GOVERNING BOARD AND TRUST OVERSIGHT

The Local Governing Body and St Teresa of Calcutta Catholic Academy Trust will provide appropriate oversight of suspension and permanent exclusion.

Leaders will provide appropriate information regarding:

- number of suspensions;
- number of pupils suspended;
- length of suspensions;
- reasons for suspensions;
- repeat suspensions;
- permanent exclusions;
- use of internal suspension;
- pupil characteristics;
- SEND;
- disadvantaged pupils;
- looked-after children;
- pupils with social workers;
- ethnicity;
- gender.

Governors will consider whether suspension and exclusion are being used fairly and proportionately.

They will challenge leaders where there are patterns of repeated suspension or disproportionate impact on particular groups.

22. GOVERNING BOARD CONSIDERATION

Where required by statutory guidance, the governing board will consider representations concerning suspension or permanent exclusion within the relevant statutory timescales.

Governors will act fairly and impartially.

They will consider:

- the facts of the case;
- the evidence available;
- the school's Behaviour Policy;
- the pupil's circumstances;

- representations from parents/carers;
- the Headteacher's rationale;
- relevant statutory guidance;
- whether the decision was lawful, reasonable and proportionate.

Governors will not substitute their own view of behaviour for that of the Headteacher unless the statutory process requires them to do so.

23. INDEPENDENT REVIEW

Parents/carers have statutory rights to request an independent review of a permanent exclusion in circumstances specified within the statutory guidance.

Where an independent review is required, the Trust will ensure that the process is arranged in accordance with statutory requirements.

Where required, the panel will include a Special Educational Needs Expert.

24. RECORD KEEPING

The school will maintain accurate records of all suspensions and permanent exclusions.

Records will include, where appropriate:

- pupil details;
- date and time of incident;
- description of the behaviour;
- evidence considered;
- pupil's account;
- witness accounts;
- action taken;
- length of suspension;
- reason for suspension;
- parental notification;
- SEND considerations;
- safeguarding considerations;
- interventions previously used;
- reintegration arrangements;
- governor or Trust involvement.

Records will be stored securely in accordance with the school's data protection requirements.

25. MONITORING DISPROPORTIONALITY

The Headteacher and governing board will regularly analyse suspension and exclusion data.

Analysis will consider:

- SEND;
- pupil premium;
- looked-after children;
- pupils with social workers;
- EAL;
- ethnicity;
- gender;
- year group;
- repeated suspensions.

Where disproportionate patterns are identified, leaders will investigate the reasons and consider whether changes to provision, behaviour support, reasonable adjustments or staff practice are required.

This monitoring is particularly important in an inclusive school community with a diverse pupil population and pupils who may experience significant barriers to learning.

26. ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher will:

- implement this policy;
- make decisions regarding suspension and permanent exclusion;
- ensure statutory procedures are followed;
- notify parents/carers;
- notify relevant professionals where required;
- ensure appropriate education is provided;
- consider safeguarding, SEND and equality;

- report appropriately to governors and the Trust.

SENDCo

The SENDCo will:

- advise on pupils with SEND;
- support consideration of reasonable adjustments;
- consider whether behaviour may relate to SEND;
- liaise with external professionals where appropriate;
- support behaviour planning and reintegration.

Designated Safeguarding Lead

The DSL will:

- advise on safeguarding implications;
- ensure safeguarding concerns are appropriately recorded and referred;
- liaise with social care and other agencies where necessary.

Staff

Staff will:

- apply the Behaviour Policy consistently;
- record significant incidents;
- report safeguarding concerns;
- contribute to investigations;
- support successful reintegration.

Governors

Governors will:

- fulfil their statutory responsibilities;
- scrutinise suspension and exclusion data;
- challenge leaders appropriately;
- consider representations where required;
- monitor equality and inclusion.

Parents and carers

Parents/carers are expected to:

- support the school's behaviour expectations;

- engage with the school following incidents;
- attend meetings where appropriate;
- support agreed strategies;
- ensure their child accesses education during suspension;
- support successful reintegration.

27. RESTORATIVE AND CATHOLIC APPROACH

Where appropriate, the school will use restorative approaches to support pupils to:

- understand the impact of their actions;
- take responsibility;
- recognise how others have been affected;
- apologise where appropriate;
- repair relationships;
- make positive choices in the future.

This reflects our Catholic commitment to forgiveness, reconciliation and the dignity of every individual.

Restorative practice will not prevent the school from taking necessary action where behaviour presents a serious risk to pupils, staff or the wider community.

28. REVIEW

This policy will be reviewed annually or sooner where there are changes to legislation, statutory guidance or Trust requirements.

The next scheduled review is:

September 2027

POLICY APPROVAL

Policy: Suspension and Permanent Exclusion Policy

School: St John the Baptist RC Primary School

Trust: St Teresa of Calcutta Catholic Academy Trust

Academic Year: 2026–2027

Date of next review: September 2027

