

Suspension and Exclusion Policy

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Tadley Primary School
Learning for Life

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Our Vision

At Tadley Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Learning for Life the Tadley Way!

Pride, Kindness, Diversity, Community

Rationale

This policy is written using the DFE guidelines around Permanent Exclusions and Suspensions [Suspension and permanent exclusion guidance](#) 2024.

It does not include cases where, for medical reasons or child protection reasons, a pupil's presence on the school site represents a serious risk to the health and safety of other pupils or school staff.

A decision to suspend a pupil or permanently exclude is seen as a last resort by the school. It is a sanction, when warranted, that contributes to creating a calm, safe and supportive environment in which pupils can learn and thrive. The school is responsible for communicating to children, parents and staff its expectations of standards of conduct behaviour. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. This policy should be read in conjunction with our Behaviour Policy and our Anti-Bullying Policy.

No suspension or permanent exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. In such cases, the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies and sometimes previous behaviour information. The child will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary, the Head will consult other children and staff.

Suspension

A suspension, where a pupil is temporarily removed from the school and is part of our behaviour management process as detailed in our school behaviour policy.

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. It can be for parts of the day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

The decision to suspend for a fixed term should be 1-3 days as Ofsted evidence suggests that this is long enough to secure the benefits of suspension without adverse educational consequences for the child.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

Reasons for permanent exclusion:

- A serious breach of the school's rules or policies - if there is a persistent pattern of inappropriate behaviours;
- Risk of serious harm to the education or welfare of the children or others in the school.

In accordance with DFE Guidance on Suspension or Permanent Exclusions:

Any suspension will be at the recommendation of the Headteacher and at the discretion of the Governors. The Headteacher must immediately inform the governing body and the LA of:

- (a) Any permanent exclusions and
- (b) 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,
- (c) Any suspensions or permanent exclusions which would result in the child missing statutory tests

Cancelling Exclusions

The Head Teacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board.

Reintegration after a suspension

We believe that reintegration is an important part of a pupil returning to school successfully after a suspension. This includes giving the pupil a fresh start and helping them to understand the impact of their behaviour on themselves and others. It also supports their understanding of behaviour expectations and renews their sense of belonging to our school community so they can re-engage with their learning. Where possible, this meeting will include parents and/or carers to demonstrate our commitment to working together. This may include putting together a support plan to enable the pupil's successful reintegration.

Reintegration form link: [Suspension reintegration form Tadley 2026.docx](#)

To complete on return to school and upload to CPOMS.

What the Head Teacher must do:

If the Head Teacher decides to suspend or permanently exclude a child, they will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the child
- contact the parents, explain the decision, and ask that the child be collected from school
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary suspension, the length of the suspension, any terms or conditions agreed for the child's return, the parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this, how any representations should be made and where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- plan how to address the child's needs on his/her return
- inform the Local Authority

NB: If any suspension or permanent exclusion would cause the child to miss a national test, the school should consult with the Local Authority, in order to explore possible alternatives.

What we do to support children:

We ensure we offer and implement a range of support and management strategies. These could include:

- Discussion with the child
- Mentoring and pastoral support
- Report card / home schoolbook
- Discussions with parents
- Target setting
- Checking on any possible provocation
- Time out of class
- Mediation
- Counselling
- Internal exclusion
- Referral for multi-agency support
- Review of Individual Behaviour Plan

Suspension will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules)

A suspension should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. The school would inform Governors and discuss with the Local Authority.

Looked After Children

If a Looked-After Child is at risk of suspension or permanent exclusion, the Designated Teacher and Virtual School Head Teacher will work collaboratively to consider additional assessment and support needed to help the school reduce the need for suspension or permanent exclusion. Where relevant, the school will also work with the child's social workers, foster carers or children's home workers.

Children with special educational needs and disabilities

The school must take account of any special educational needs when considering whether or not to suspend a child. We have a legal duty under the Equalities Act 2010 as amended not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a child's disability so the child is not treated less disadvantaged for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the child's behaviour
- requesting external help with the child
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for exclusion as far as possible, 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.

Procedures

For all fixed term suspensions:

- During the first five days of any suspension the school must set work to be completed at home by the child.
- ***From the sixth school day (not cumulative) of a fixed period suspension the school must provide suitable full-time education. This will continue until the end of the suspension.***
- A re-integration interview must be arranged following any fixed period suspension of a primary-aged child and following a fixed period suspension of 6 days or more.

Suspension of 5 days or less

- Unless the suspension will result in the child missing a national test, the Headteacher is only required to report such suspensions to the governors once a term;
- Governors do not need to meet to consider the suspension, unless the parent wishes to make representations;
- If representations are received, the governors must consider them but cannot direct re-instatement;
- The DFE Guidance gives no indication as to when this meeting should take place, but advise that the governing body should respond promptly to any request from the parent;
- Update the child's information on SIMS. Copy of suspension letter to parent to be placed on child's file.

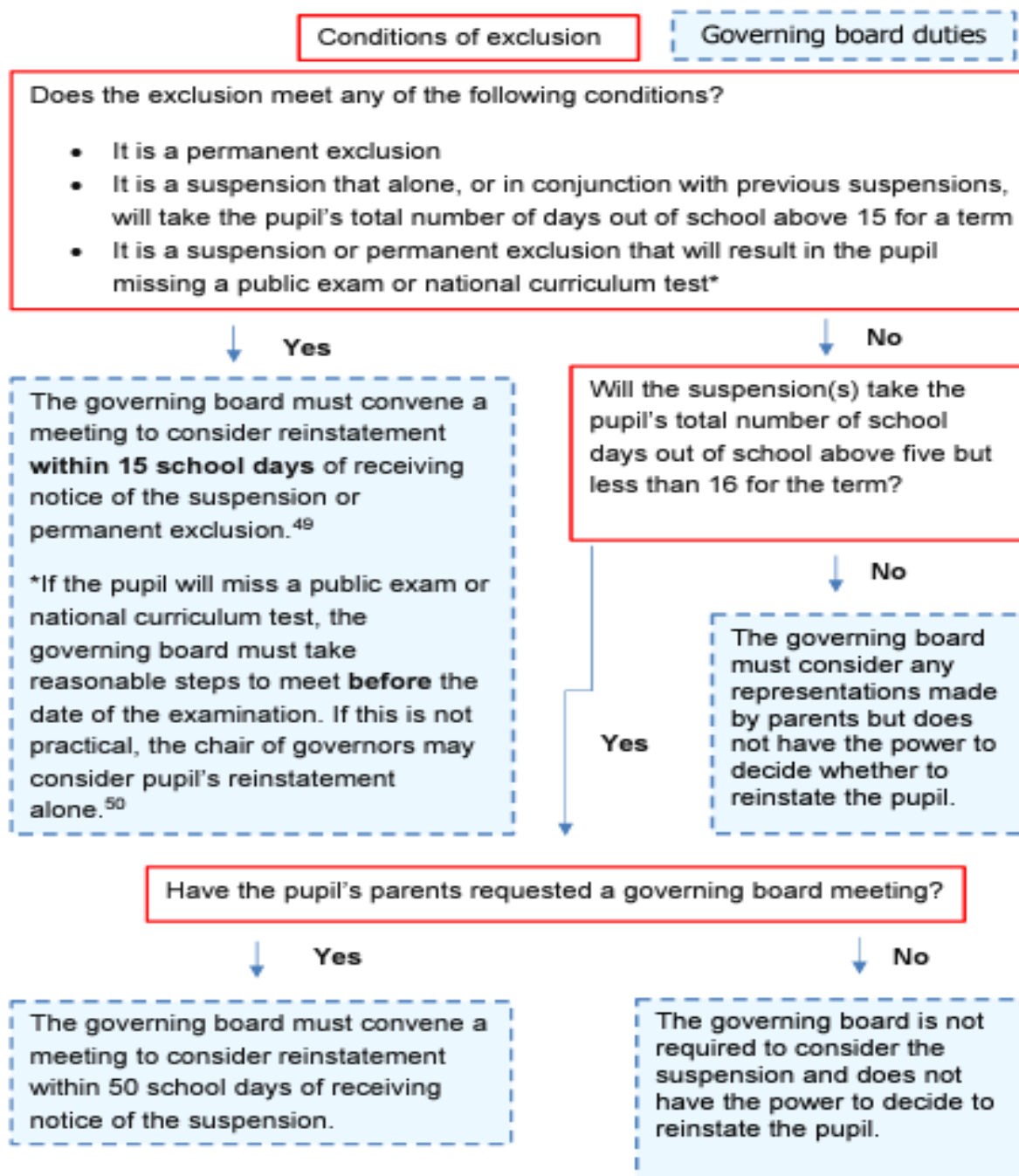
Suspension of 6 - 15 days (or cumulative)

- The governors do not need to meet, unless the parent wishes to make representations;
- The DFE Guidance states that governors must meet to consider any such representations within 6 to 50 days of receiving notice of the suspension but, again, should respond promptly to any request from the parent;
- The governors can uphold or overturn the suspension but cannot increase its length;
- Update SIMS. Copy of suspension letter to parents should be forwarded to the Pupil Planning Team Officer, as well as being placed upon the child's school records.

Suspension of 16 - 45 days (or cumulative) or Permanent Exclusion

- The governing body must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the Head Teacher if it is a permanent exclusion; it is a suspension which would bring the pupil's number of school days out of school to more than 15 in a term; or it would result in the pupil missing a national test.
- The following parties must be invited to a meeting of the governing board and allowed to make representations or share information: parents (and, where requested, a representative or friend); the Head Teacher; a representative of the local authority; the child's social worker if the pupil has one; and the Virtual School Head Teacher if the child is LAC.

A summary of the governing board's duties to review the headteacher's exclusion decision



Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with a Governor before enforcing it. As with a fixed term suspension, it will follow a range of strategies and should be seen as a last resort, or be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another child or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Damage to school property