



Greenholm Primary School

Official Policy

Name of Policy: Suspension and Permanent Exclusion Policy

Date Reviewed: October 2026



1 Purpose and approach

At Greenholm Primary School, we want all our children to be happy, confident, motivated and ready for success. Our values of Be Responsible, Be Kind, Be Respectful, Be Curious and Be Resilient support a safe, inclusive environment with high expectations for behaviour.

This policy explains how suspensions and permanent exclusions are decided, communicated and reviewed. It applies to all pupils, including those below compulsory school age, and should be read alongside the Behaviour, SEND, Attendance and Safeguarding Policies.

Decisions will be lawful, reasonable, fair and proportionate, taking account of the individual pupil and the education and welfare of others. Permanent exclusion is a last resort. Decisions are individual: the school does not operate automatic exclusion or a blanket commitment never to exclude.

2 Legal framework and responsibility

The school has regard to the DfE statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026. Statutory requirements must be met; recommendations in statutory guidance should be followed unless there is good reason not to.

Relevant legislation includes the Education Act 2002; Education and Inspections Act 2006; Education Act 1996; School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended; Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended; School Attendance (Pupil Registration) (England) Regulations 2024; Equality Act 2010; and Children and Families Act 2014. The school also has regard to the SEND Code of Practice and current safeguarding guidance.

Greenholm is a standalone academy trust. The governing board means the trust board or an eligible committee exercising its functions under lawful delegation arrangements. The trust is responsible for independent reviews. The headteacher and clerk use current DfE guidance and appropriate notices to implement the procedures in this policy.

Only the headteacher, including a formally appointed acting headteacher, may decide to suspend or permanently exclude. This power cannot simply be delegated to the Deputy Headteacher or another senior leader. Other staff may investigate, gather evidence and manage administration.



3 Definitions and limits

A suspension excludes a pupil for a specified period, including part of a day. A lunchtime suspension counts as half a school day. Suspensions must not exceed 45 school days in a school year, including those at other schools.

Permanent exclusion means the pupil may no longer attend unless reinstated. It does not permit immediate removal from the school roll.

Supervised removal from a classroom is an on-site measure under the Behaviour Policy, with appropriate education. It is not a statutory suspension.

4 Support and decision-making

The school uses its Behaviour Policy, positive relationships, clear routines and teaching adaptations to support behaviour. Where difficulties arise, staff consider underlying needs and proportionate support through the Greenholm Inclusion 5 and graduated response. This may include adjustments, pastoral support, an individual plan or specialist advice according to need. Repeated suspensions prompt a review of the effectiveness of support.

Suspension and permanent exclusion may be used only on disciplinary grounds. The headteacher considers the evidence, seriousness of the behaviour, the pupil's age and understanding, contributing factors, previous support and available alternatives. The school is not required to complete every possible intervention before responding to a serious incident.

Permanent exclusion should be used only where both conditions are met: there has been a serious breach or persistent breaches of the Behaviour Policy; and allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.

Facts are established on the balance of probabilities: whether the behaviour more likely than not occurred. The pupil is given an opportunity to explain their account, with support appropriate to their age and communication needs. Their views are considered before a decision unless this is inappropriate in the circumstances; any such reason is recorded.

The school considers SEND, disability, mental health, bullying and safeguarding concerns. It must meet its equality duties, including reasonable adjustments for disabled pupils, and use its best endeavours to secure appropriate special educational provision for pupils with SEN. SEND does not automatically prevent exclusion, but decisions must not be discriminatory.

Where a pupil with an Education, Health and Care Plan is at risk of exclusion, the school works with the local authority and considers an early review and additional support. Relevant information is sought from the social worker and Virtual School Head for pupils with a social worker or who are looked after. Support and liaison reflect the pupil's circumstances.



5 Practices that are not permitted

Informal exclusions, including sending a pupil home to cool off without the formal process, are unlawful even if parents agree. Exclusion must not be used because the school cannot meet SEND, for academic attainment, to punish parental behaviour, or for failure to meet conditions attached to reinstatement.

Parents must not be pressured to withdraw a pupil, electively home educate or accept a managed move. A reduced timetable must not be used as an informal exclusion or to manage behaviour; any legitimate temporary arrangement follows the Attendance Policy.

Any off-site direction or managed move must follow the applicable legal framework and guidance. Managed moves are voluntary, agreed by all parties and in the pupil's best interests.

A suspension cannot simply be extended or retrospectively converted to permanent exclusion. A justified further exclusion requires a separate decision and fresh notification.

6 Notification

The headteacher informs parents without delay and provides written notification in an accessible form. The notice gives the reasons and duration, rights to make representations, contact details, applicable meeting and review arrangements, education arrangements and sources of independent advice. Where a meeting is required, it explains rights to attend, bring a friend or representative, involve the pupil and request remote attendance under the statutory arrangements.

For compulsory-school-age pupils, parents are notified of their duty to keep the pupil out of public places during school hours without reasonable justification for the first five school days, and the potential penalty. These dates must be notified by the end of the afternoon session on the first day at the latest.

Alternative education details are provided without delay, normally at least 48 hours before it starts. An earlier start with shorter notice requires parental consent.

The headteacher notifies the local authority without delay of every suspension and permanent exclusion. For permanent exclusion, the home authority is also notified if different. The pupil's social worker and, for looked-after pupils, the Virtual School Head are notified without delay where applicable.

The governing board is notified without delay of permanent exclusions, exclusions taking the term's total above five school days or ten lunchtimes, and exclusions causing a missed public examination or national curriculum test. Other suspensions are reported at least termly.



7 Education and safeguarding

For the first five school days, the school takes reasonable steps to set and mark accessible work. Contact and safeguarding action reflect the pupil's needs and identified risks.

For compulsory-school-age pupils suspended for more than five school days, the governing board must arrange suitable full-time education from the sixth school day. Consecutive suspensions are counted together for this duty. Following permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day.

The school cooperates with providers and the local authority, sharing relevant information securely and agreeing attendance reporting and safeguarding arrangements. Provision must be suitable for the pupil's age, ability, aptitude and SEND. Earlier provision is considered where practicable; for pupils with a social worker or who are looked after, the school works with partners to seek provision from the first day.

Attendance is recorded using the appropriate statutory codes. Code E applies only to sessions when the pupil is excluded and no alternative provision is made.

8 Governing board review

Parents may make representations about any suspension or permanent exclusion. The board's powers and timescales depend on the circumstances.

Permanent exclusion or suspensions totalling more than 15 school days in a term: the board considers reinstatement within 15 school days of notification.

Suspensions totalling more than five and no more than 15 school days in a term: if parents make representations, the board considers reinstatement within 50 school days of notification. Without representations, a review is not required.

Suspensions totalling five school days or fewer in a term: the board considers parental representations but cannot direct reinstatement and need not arrange a meeting.

An exclusion causing a missed public examination or national curriculum test: the board takes reasonable steps to meet before the event. If this is impracticable, it follows the normal statutory timetable. The maintained-school chair's exceptional power does not apply to academies.

Reviews are conducted by eligible, impartial members. Parents and the headteacher are invited, together with the social worker and Virtual School Head where applicable. Parents may request an LA representative as an observer. Papers are shared in advance in accordance with guidance, with appropriate adjustments and provision for the pupil's views. Remote meetings follow the statutory conditions.



The board considers the evidence, legality, reasonableness and procedural fairness of the decision, the pupil's circumstances and the interests of others. Where empowered, it may decline to reinstate or direct reinstatement immediately or on a specified date. Its reasoned decision is sent in writing without delay to the relevant parties.

9 Independent review and the school roll

Where the board declines to reinstate a permanently excluded pupil, its notice explains how to apply to the academy trust for an Independent Review Panel, normally within 15 school days of notification, subject to statutory exceptions. It explains the right to a free SEN expert regardless of whether SEN has been identified, representation and remote meeting arrangements, and separate Equality Act claim rights and time limits.

The trust arranges the independent review in accordance with statutory requirements. The panel normally meets within 15 school days of application. It may uphold the decision, recommend reconsideration, or quash the decision and direct reconsideration. It cannot order reinstatement. Where reconsideration is recommended or directed, the board reconvenes within ten school days of notification.

A permanently excluded pupil is removed from the admission register only when the statutory conditions are met, taking account of independent review rights, applications and any relevant discrimination proceedings.

The headteacher may cancel an exclusion before the board has met to consider reinstatement, subject to statutory restrictions. Required parties are notified without delay, the pupil is allowed to return, and parents are offered a meeting. Days already served count towards the annual suspension limit.

10 Reintegration and monitoring

Following suspension, the school provides a reintegration strategy offering a fresh start and appropriate support. This is discussed with the pupil and parents before or at the return to school where possible. A meeting is offered; return is not conditional on parental attendance. Additional planning, adjustments or review are used where the pupil's needs justify them, rather than requiring a separate formal plan after every suspension.

Following permanent exclusion, the school shares relevant information with the receiving setting or authority to support continuity of education and safeguarding.

The school keeps accurate records of decisions, notices, reviews and provision. Leaders and the governing board monitor patterns, repeat suspensions and potential disproportionality, including by SEND, disadvantage, sex and ethnicity. Monitoring informs improvements in practice and does not require a separate reporting system where existing records are sufficient.



This policy is reviewed annually or sooner if requirements change. The approved policy is available on the school website.

Reference

DfE: School suspensions and permanent exclusions, statutory guidance effective from 26 July 2026.
<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>