



Christleton Primary School

Be the best you can be

Exclusion Policy

Document Name		Reviewed by	
Exclusion Policy		Full Governing Body	
Author	Mr Mitchell	Version number	2.0
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September 2026		September 2027	
Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

1. Purpose and principles

Christleton Primary School aims to prevent suspension and permanent exclusion through a strong behaviour culture, early support, reasonable adjustments and partnership with families and agencies. Suspension and permanent exclusion are serious lawful sanctions used only where warranted; they must never be informal, discriminatory, retaliatory or used to resolve staffing or resource pressure.

The school will follow the statutory guidance effective 26 July 2026. Where this policy and the statutory guidance conflict, the law and current statutory guidance take precedence.

2. Definitions and authority

- Suspension is exclusion for a fixed period. A pupil may be suspended for one or more periods up to a total of 45 school days in a school year.
- Permanent exclusion means the pupil is no longer allowed to attend the school, subject to statutory review and independent review rights.
- Only the headteacher may suspend or permanently exclude. In the headteacher's absence, the person formally acting as headteacher may decide.

A pupil will not be sent home to "cool off", placed on an open-ended arrangement or required to stay away without a formal suspension or another lawful, recorded arrangement. Parent agreement does not make an informal exclusion lawful.

3. Decision-making standards

The headteacher will establish relevant facts on the balance of probabilities, consider available evidence and hear the pupil's view where appropriate, taking account of age, understanding, communication, SEND and welfare. The pupil will be told the substance of the concern and given a fair opportunity to respond unless doing so would create significant risk or prejudice another process.

A decision will be lawful, reasonable, fair and proportionate. The headteacher will consider the seriousness, context, intent and impact; prior behaviour/support; safeguarding; SEND/disability; medical or mental-health needs; provocation or exploitation; whether reasonable adjustments were made; the likely effect of exclusion; and alternatives.

The school will not delay indefinitely for a police or social-care outcome. It will decide on the evidence reasonably available, while coordinating to avoid prejudicing a criminal or safeguarding investigation.

4. When suspension may be used

Suspension may be used for a serious breach or persistent breaches of the Behaviour Policy where a proportionate period away is warranted to protect education, welfare or order and enable further planning. It may be used for a serious one-off incident; there is no legal requirement that every other sanction must first have failed.

The headteacher will set the shortest proportionate period, specify the start and end date and avoid extending a suspension informally. A new decision and notice are required for any further suspension.

5. Permanent exclusion

A permanent exclusion will normally be used only where both of the following tests 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, including staff.

It may follow a pattern of persistent serious behaviour or a first/one-off incident of sufficient gravity. It will not be imposed merely because a parent cannot collect, a pupil has unmet need, the school lacks resources or a managed move has not been agreed.

6. Equality, SEND and vulnerable pupils

The Equality Act applies to exclusions. Before deciding, the headteacher will consider whether behaviour arose from disability and whether reasonable adjustments, auxiliary aids, support, risk planning and the graduated SEND response were sufficient. A sanction may still be lawful, but disability-related behaviour cannot be treated without this analysis.

For pupils with an EHCP, at SEN support, repeatedly suspended, looked after, previously looked after, known to social care or otherwise vulnerable, the school will consider an urgent review of provision and external support. Where a pupil with an EHCP is at risk of permanent exclusion, the school will seek an early annual review with the local authority.

7. Safeguarding, social worker and virtual school head

The DSL will be involved where the incident or exclusion raises safeguarding concerns. Where a pupil has a social worker, the headteacher will notify and involve the social worker as required. For a looked-after child, the relevant virtual school head will be notified and involved; for a previously looked-after child, advice from the VSH may be sought with appropriate information sharing.

A suspension or exclusion does not end the school's safeguarding responsibility. The school will consider safety during the period, contact arrangements, risk of exploitation, supervision and support on return.

8. Notification

The headteacher will notify the parent without delay, normally first by telephone and then in writing. The notice will state the reason, period and dates; the parent's duty during the first five school days; education arrangements; right to make representations; governing-board review rights; relevant dates and contact; and sources of independent advice. Notices will be accessible and translated where reasonably required.

The headteacher will notify the governing board and local authority of every permanent exclusion and of suspensions where required by the Regulations/guidance, including where the total exceeds the statutory threshold or would cause the pupil to miss a public examination or national curriculum test. The school will also make the social-worker and VSH notifications described above.

The CW&C notification forms will be used to carry this out.

9. Education during suspension and after permanent exclusion

From the first day, the school will set, mark and monitor suitable work for a suspended pupil and ensure access arrangements do not require the pupil to enter the school unlawfully. Remote education may support this duty but must be suitable, accessible and safeguarded and does not by itself make an informal exclusion lawful.

For a suspension of six or more school days, the governing body must arrange suitable full-time education from the sixth school day. For permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day. The school will send records, SEND/medical information and work promptly to the provider.

The parent must ensure the pupil is not present in a public place during school hours in the first five school days without reasonable justification. The school will explain this duty accurately and will not threaten an automatic penalty notice.

10. Reintegration after suspension

A reintegration meeting will be offered promptly, but return will not be made conditional on a parent attending. The meeting will welcome the pupil back, review what happened, restore relationships, identify support and adjustments, clarify expectations and agree monitoring. The pupil's voice will be included.

A reintegration plan may include a risk assessment, trusted adult, curriculum/SEND support, pastoral or external intervention. It will not extend the suspension or create an unofficial part-time timetable.

11. Governing-board review

The governing board will arrange review whenever required by the Regulations, including every permanent exclusion and relevant suspensions, and will consider parent representations in other cases as required. Panels will be impartial and members will have no conflict or prior involvement that compromises fairness.

The clerk will provide statutory notice, papers and advice; invite the parent, headteacher, local-authority representative where applicable, social worker and VSH where required; and support accessibility. The pupil should be enabled to express views directly or indirectly where appropriate.

The board may uphold the decision or direct reinstatement where it has power to do so. It will consider legality, reasonableness, fairness, proportionality, evidence, equality/SEND, safeguarding and whether the statutory tests were met. The written outcome will give clear reasons and explain independent-review rights.

12. Independent review panel and reconsideration

Following a governing-board decision to uphold permanent exclusion, parents may request an independent review panel within the statutory deadline. They may request the appointment of a SEN expert whether or not the school recognises the pupil as having SEND. The local authority arranges the panel for a maintained school.

The panel may uphold the governing-board decision, recommend reconsideration or quash it and direct reconsideration where the legal tests are met. The governing board will conscientiously reconsider the case within the required timeframe and provide fresh reasons. A direction to reconsider does not itself reinstate the pupil.

13. Admission register and records

The pupil will not be deleted from the admission register merely because the headteacher has permanently excluded them. Deletion will occur only when the governing-board and independent-review/reconsideration stages and relevant time limits are complete and the decision is no longer capable of being reversed under the statutory process.

The school will keep the decision record, evidence, notices, work, representations, minutes, outcomes, equality/SEND considerations and reintegration arrangements securely. Attendance and enrolment codes will follow the current 2024 Regulations and DfE guidance.

14. Off-site direction and managed moves

Off-site direction to improve behaviour is not a suspension and will follow the statutory framework and July 2026 guidance, including objective, duration, review and reintegration arrangements and governing-board oversight. The school will not direct a pupil off site simply to avoid exclusion procedures.

A managed move is a voluntary permanent transfer agreed by all parties in the pupil's interests after sufficient information and support. It must not involve pressure, concealment of risk or an unlawful trial period. The pupil remains on the original school roll until the lawful admission/transfer arrangements take effect.

15. Monitoring and review

Leaders will monitor suspensions, repeat suspensions, permanent exclusions, reasons, days lost, alternative provision and patterns by pupil group. Governors will receive anonymised termly information and challenge disproportionate or rising use.

This policy will be reviewed annually and immediately after statutory change or a complex case. Current DfE and CW&C checklists/letters will be used operationally and checked before every decision.

Reviewing the Headteacher's Exclusion Decision

