Fiddlers Lane
Community Primary School
Big Dreams, Bright Futures

Exclusion & Suspension Strategy

Headteacher: Mrs. Forster

Date Implemented: May 2026

Date of Review: September 2028

1. Policy Statement and Ethos

Fiddlers Lane Primary School is committed to creating a safe, inclusive and nurturing learning environment in which all pupils feel valued, supported and able to succeed.

Suspension (fixed-term exclusion) is used only as a last resort, when a serious breach of the Behaviour Policy has occurred and all reasonable restorative and supportive strategies have been exhausted, in line with the school's Behaviour and Relationship Policy and Roadmap.

When suspension is necessary, the school is committed to ensuring that:

- The decision is lawful, reasonable, fair and proportionate
- The pupil's education, wellbeing and safeguarding remain central
- The period of suspension is purposeful and supportive
- Reintegration is planned, structured and relational

This policy aligns with:

- DfE *Suspension and Exclusion from Maintained Schools, Academies and Pupil Referral Units in England*
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice

2. Legal Framework

Suspensions are carried out in accordance with statutory guidance and relevant legislation, ensuring that:

- No pupil is suspended due to unmet special educational needs or disability without reasonable adjustments being considered
- Decisions are not discriminatory
- Safeguarding duties remain active at all times

3. When Suspension May Be Considered

Suspension may be considered for one or more of the following (this list is not exhaustive):

- Serious or persistent breaches of the Behaviour Policy
- Serious harm or risk of harm to others
- Serious disruption to learning
- Breaches involving violence, abuse, or dangerous behaviour

Suspension will never be used for:

- Low-level disruption
- Failure to complete work
- Behaviour arising solely from unmet SEND or pastoral need

At times the Headteacher will decide not to use the extreme sanction of a suspension but will decide that a support plan should be drawn up to try avoid the sanction of a suspension in the future. This might be accompanied by an internal exclusion.

Suspension & Exclusion Procedure

Most Suspensions are of a fixed term (exclusion) nature and are of short duration usually up to 5 days, the DfE regulations allow the Headteachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15.5 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15.5 days in a school term where a parent has expressed a wish to make representations.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or ‘one off’ offence. These might include:
   - Serious actual or threatened violence against another pupil or a member of staff
   - Sexual abuse or assault

- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”.
- Arson
- Behaviour which poses a significant risk to the child’s own safety. The school may involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

4. Decision-Making and Procedures

Only the Headteacher (or acting Headteacher) has the authority to suspend a pupil.

Before making a decision, the Headteacher will:

- Consider all available evidence
- Ensure the incident has been investigated
- Take account of any SEND, safeguarding or vulnerability factors
- Consider alternative responses and support strategies
- Ensure the decision is proportionate to the incident

Parents/carers will be informed without delay, verbally and in writing, and will be provided with:

- The reason for the suspension
- Length of suspension
- Expectations during the suspension
- Information regarding their right to make representations

5. Provision During Suspension

Suspension should not result in a loss of education, safeguarding oversight, or connection with school.

5.1 Learning Provision (Work at Home)

From the first day of suspension**,** appropriate work will be provided, ensuring continuity of learning.

Work will:

- Be age-appropriate and accessible

- Focus on core learning where possible
- Link to current curriculum learning
- Include clear instructions and expectations

Completed work will be:

- Returned on reintegration
- Acknowledged and positively reinforced

5.2 Daily Welfare Check

In line with safeguarding responsibilities, the school will conduct a daily welfare check during the suspension period, unless otherwise agreed with parents/carers.

This may include:

- Telephone or agreed electronic contact
- Checking the pupil's wellbeing and emotional state
- Confirming engagement with learning
- Providing parents with an opportunity to raise concerns

Any safeguarding concerns will be followed up in line with school procedures.

6. Reintegration Following Suspension

Reintegration is a planned and supported process**,** not a single event.

6.1 Reintegration Meeting

A Reintegration Meeting will take place on the pupil's return to school, or as soon as reasonably practicable.

The meeting will:

- Include the pupil, parents/carers and a member of the Senior Leadership Team
- Be restorative, reflective and solution-focused
- Use the Reintegration Meeting Form (Appendix A)

The meeting will explore:

- What happened and why
- The impact of the behaviour
- Strengths and protective factors
- Support needed moving forward

6.2 Reintegration Plan and SMART Targets

A Reintegration Plan will be agreed and recorded, including SMART targets that clearly outline:

- Targets for the pupil
- Support strategies from school
- Ways parents/carers can support at home

Targets will be:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

This shared responsibility supports consistency between school and home.

6.3 Key Person Support

Following suspension, a named key person will be identified to support the pupil's return.

The key person will:

- Meet the pupil on return
- Carry out regular emotional and behavioural check-ins
- Offer reassurance and guidance
- Monitor progress against targets

7. Monitoring, Review and Support

- Progress against reintegration targets will be reviewed regularly
- Adjustments will be made where needed
- Success will be recognised using the school's positive reinforcement strategies
- Where behaviour concerns persist, additional support plans may be implemented

8. Connection to the Behaviour and Relationship Roadmap

This policy operates in direct alignment with the Behaviour and Relationship Roadmap, ensuring that behaviour is understood and addressed through a relational and restorative framework.

The roadmap emphasises:

- Positive reinforcement and recognition
- Gentle reminders and de-escalation
- Restorative reflection
- Individual support and inclusion planning
- Suspension only as a last resort

Suspension is viewed as a temporary measure to reset, reflect and re-engage, not as a punishment in isolation.

9. Equality, SEND and Vulnerable Pupils

The school recognises that pupils with SEND, trauma, or vulnerability may be at increased risk of suspension.
The school will:

- Make reasonable adjustments
- Seek advice from SENDCo and external agencies where needed
- Ensure behaviour is not a manifestation of unmet need
- Actively work to reduce repeat suspensions

10. Roles and Responsibilities

Headteacher

- Makes decisions regarding suspension
- Ensures statutory guidance is followed
- Oversees reintegration

Staff

- Implement behaviour strategies consistently
- Support reintegration plans

Parents/Carers

- Support learning and behaviour during suspension
- Engage positively with reintegration planning

Pupils

- Take part in reflection and planning
- Work towards agreed targets

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Appendix A: Reintegration Meeting Form

Reintegration Meeting

Date of reintegration meeting:		
Present at meeting:		
Pupil details		
Name:	**Year group:**	**Needs:** *e.g. Pupil Premium, CiC, CiN, SEND, EHCP*
Support around the pupil: *e.g. EHAP, NDS team, OT, etc*	**Previous suspensions:**	**Current attendance:**

Suspension details		
Date of suspension:	**Date of return to school:**	**Number of days suspended:**
Reason for suspension *A brief summary of behaviour which led to the suspension and reference to the rule/policy. Include detail about the impact on others.*		
What have we learnt from this and what can we change? *This needs to take account of what happened, what should have happened and the impact on others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.*		

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Previous suspensions
Details of any previous suspensions:
Total number of days suspended this term:

Provision during suspension: *(Include details of any work provided and marked over suspension period, alternative provision and/or interventions from counselling or behaviour services, SEND support or local safeguarding partners)*

Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for (Roots and Fruits tool can be useful here). For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

What is going well at school?
What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?
What is not working well at school?

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Targets *Refer to previous targets if previous suspensions have occurred.*				
Area of concern	**SMART target**	**Support and strategies to meet target**	**Review date**	**Evaluation of target**
1)		**School will help me by…** **My family will help me by…** **I will help myself by…**		
2)		**School will help me by…** **My family will help me by…** **I will help myself by…**		
3)		**School will help me by…** **My family will help me by…** **I will help myself by…**		

Needs
What needs / factors are impacting behaviours at school?

Hopes for the future at school

Planning for success

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Monitoring
How will behaviour and progress be monitored and celebrated?
Is the pupil on a reduced timetable? Y / N *(add details)* *(If yes, reintegration plan should be completed)*

Further actions	
Have the family been signposted to support if necessary? Y / N *(add details)*	Have any safeguarding concerns been raised that require follow up actions? Y / N *(add details)*

Additional comments		
Pupil: **Signed:_____**	**Family:** **Signed:_____**	**School:** **Signed:_____**

Appendix B: Behaviour and Relationship Roadmap

